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ABSTRACT

The handbook contains curriculum objectives, suggests directed activities for the United States Dependent Schools in the European Area (USDESEA) Cooperative Work Experience Program, and provides information and guidance for instructor/coordinators and supporting staff. Designed chiefly for small group instruction, the activities can also be modified for use in outside assignments, individual projects, and work experience classes. The handbook is organized according to the following goals: relevance, self-actualization, self-evaluation, interpersonal relations, and job application. Units are outlined within each of these topical divisions and include estimated time of completion, notes to the teacher, suggested activities, reproducible forms and worksheets, and instructional materials. (MW)

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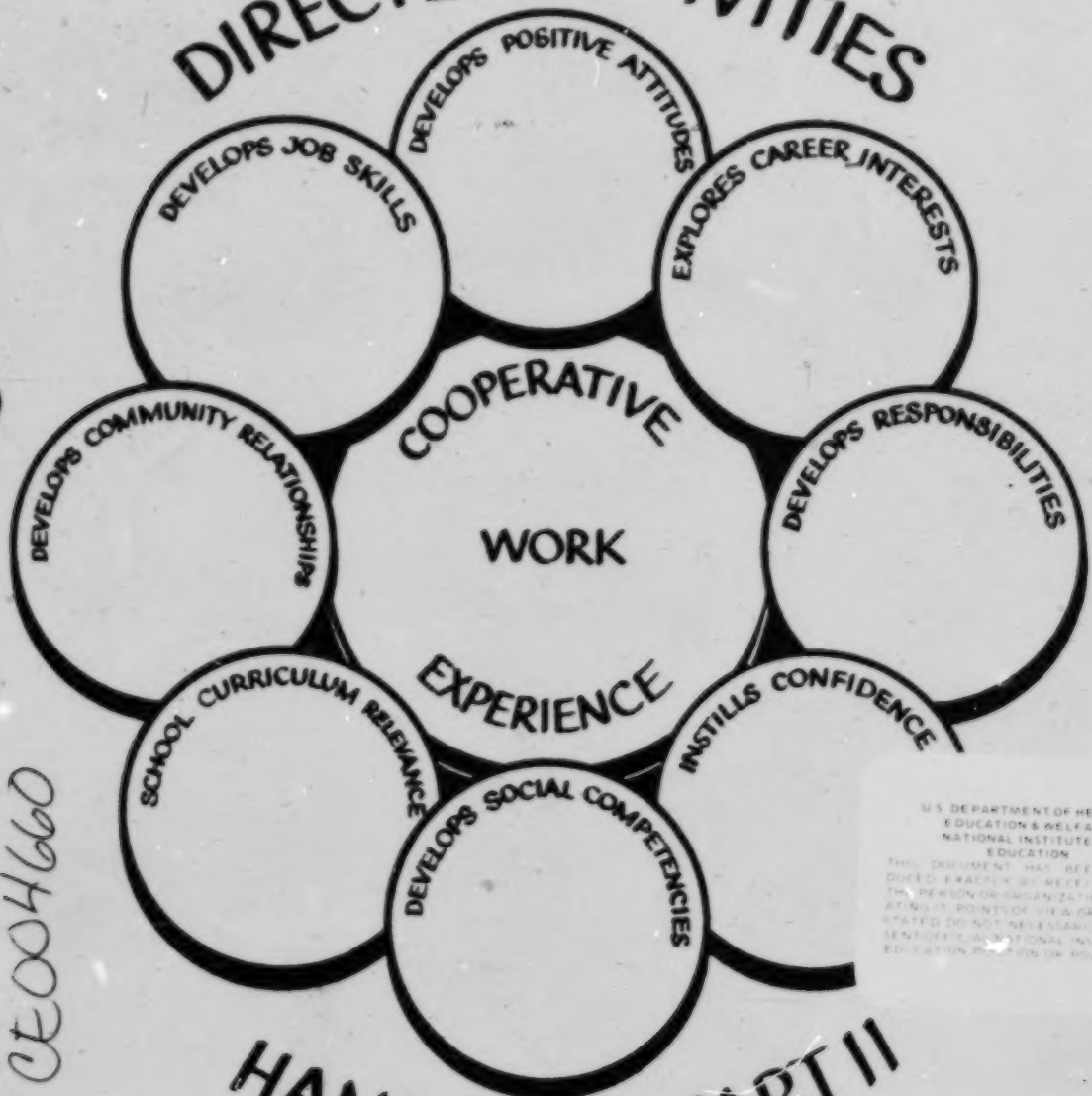
USDESEA PAM 352-602

DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA
APO 09164

PAMPHLET)
NO. 352-602)

1 February 1975

DIRECTED ACTIVITIES



U.S. DEPARTMENT OF HEALTH
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HANDBOOK PART II

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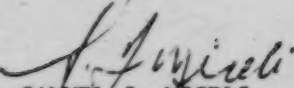
DEPENDENTS' EDUCATION
COORDINATOR'S HANDBOOK - PART II
FOR COOPERATIVE WORK EXPERIENCE

This handbook contains curriculum objectives and suggested directed activities for the USDESEA Cooperative Work Experience Program and is published for information and guidance of Cooperative Work Experience Coordinators and supporting staff. Principals will insure accountability at the end of the school year of all copies of this handbook received in their schools.

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DISTRIBUTION: A, B, D, E, I, J, K, N, plus
4 each District PPS

INTRODUCTION

The activities in this Handbook were devised by work experience teachers and were compiled by the Vocational Education Section of the California State Department of Education and the California Polytechnic State University, 1973, funded under part B of the Vocation Education Amendments of 1968, Public Law 90-576, "Development and Testing of Instructional Materials and Techniques for Work Experience Education," project no. 40-30569-B-3-220. Permission to reproduce these directed activities has been granted by Department of Education California on 10 September 1974.

Although many of these activities are designed chiefly for small group instruction, they can be modified for other uses including outside assignments, individual projects, and work experience classes. The Coordinator should decide how each of these activities best suits the needs of his program and adapt them for that purpose. Since the purpose of directed activities is to correlate in-school instruction with the out-of-school experiences, these activities are devised to be highly practical and relevant to the realities of the world of work.

In using this Handbook, the Coordinator is advised to become familiar with the goals and objectives for each section and to note the instructor's directions listed for each activity. The materials needed to conduct the activity can be taken directly from this Handbook and duplicated if necessary.

Part One of the CWE Handbook lists other types of instructions that can be done as part of the directed activities in CWE. Coordinators are invited to submit copies or descriptions of other activities that they have used successfully to: (Directorate USDESEA, Career Development Branch, ATTN: Coordinator Career Exp & Evaluation, APO 09164) to share with other USDESEA CWE coordinators.

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CHAPTER I

THE GOAL OF RELEVANCY

GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES

PROGRAM GOAL

1.1 (E, G, and V) Identify the educational goals (purposes) of the courses in which you are currently enrolled

UNIT A - "UNSCRAMBLE" YOUR SCHOOL CURRICULAR DIVISIONS

Estimated Time of Completion - 30 minutes

NOTE TO TEACHER: Review and use Form #1 for this unit

1. Teacher divides the class into four teams and appoints a captain for each team.
2. The team captains select one scrambled curriculum division slip from the envelope supplied by the teacher.
3. Team captain returns to the group and orally dictates the letters in the order found on the slip of paper.
4. The team is to work as fast as possible to identify the curriculum division identified by the scrambled letters.
5. The team will indicate one goal of that division that can be related to the world of work.
6. Team captain records their answer in the spaces provided on that slip of paper and returns slip to the teacher for his approval.
7. If the answer is correct, the team captain draws another slip from his envelope and repeats the process described in Activities #1 through 6 above.
8. The team that "unscrambles" the most correct curricular divisions in a 20-minute time period is declared the winner.

9. Key to answers.

- | | |
|-------------------|-----------------------|
| 1. Fine Arts | 5. Mathematics |
| 2. Language Arts | 6. Foreign Language |
| 3. Science | 7. Applied Arts |
| 4. Social Science | 8. Physical Education |

NOTE: Use Division titles appropriate to your school.

Program Goal 1.1 - Unit A
Form #1

NOTE TO TEACHER: Duplicate a copy for each of the four teams; cut into four sets of eight slips each; place in four envelopes; mark on outside of envelopes "Team" 1, 2, 3, and 4.

1. ANSFTIRE

Goal Statement _____

2. TSAGANAUGERL

Goal Statement _____

3. IECESEN

Goal Statement _____

4. LIOSSAECCNEIC

Goal Statement _____

5. CSETMATIMHA

Goal Statement _____

6. FNOAGIRGELEUNAG

Goal Statement _____

7. TSLPDARAEIP

Goal Statement _____

8. LDPOSAICYUNATCHEI

Goal Statement _____

UNIT B - GROUP REPORT ON EDUCATIONAL GOALS

Estimated Completion Time - 50 minutes

Activities

1. Divide class into eight groups to cover the following curriculum divisions. (Use divisions appropriate to your school.)

Language Arts
Social Science
Science
Mathematics

Fine Arts
Foreign Language
Applied Arts
Physical Education

2. Instructor supplies a copy of current school bulletin and/or catalog to each student and one copy of Form #1 to each group.
3. Each group selects a chairman and a recorder.
4. Using course descriptions, have each group prepare a list of goals for its assigned curricular division. Use as reference the course descriptions contained in the bulletin or catalog and supplement with information supplied by members of each team as a guide in preparing their list of goals.
5. Instructor leads a discussion of the findings of each group as recorded on Form #1. The purpose is to highlight the goals which are most important to career preparation.

Program Goal 1.1 - Unit B
Form #1

CURRICULUM GOALS - CURRICULAR DIVISION

Applied Arts	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Fine Arts	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Foreign Language	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Language Arts	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Mathematics	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Physical Education	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Science	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

Social Science	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.

UNIT C - TEAM CONTEST ON EDUCATIONAL GOALS -
CO-CURRICULAR ACTIVITIES

Estimated Completion Time - 30 minutes

Activities

1. Divide class into four study teams. Assign each of the co-curricular areas listed below to a team.

Athletics
Clubs

Student Government
Youth Groups

2. Instructor supplies materials that identify the goals and objectives for each of the co-curricular activities included within the four areas listed in Activity #1 above. (Examples of materials are student handbook, by-laws, eligibility requirements, and constitutions.)
3. Each team selects a chairman and a recorder.
4. Using appropriate materials mentioned above, have each team prepare a list of goals for its co-curricular activity on Form #1. Teacher allows the teams 15 minutes to prepare their list.
5. The team with the most number of goals is declared the winner.

CURRICULUM GOALS - CO-CURRICULAR ACTIVITIES

Activities	1. _____	5. _____
	2. _____	6. _____
	3. _____	7. _____
	4. _____	8. _____
Clubs	1. _____	5. _____
	2. _____	6. _____
	3. _____	7. _____
	4. _____	8. _____
Student Government	1. _____	5. _____
	2. _____	6. _____
	3. _____	7. _____
	4. _____	8. _____
Youth Groups	1. _____	5. _____
	2. _____	6. _____
	3. _____	7. _____
	4. _____	8. _____

PROGRAM GOALS

1.2 (E) Observe the activities of persons in a variety of careers and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum

1.2 (G and V) Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum

UNIT A - MAJOR DUTIES/RESPONSIBILITIES IN OCCUPATIONAL AREAS

Estimated Completion Time - 30 minutes

Activities

1. Instructor divides the class into a minimum of four (4) groups according to the students' occupational interest using the occupational area categories listed below as a guide.

Agriculture	Health
Auto Services	Metal Working
Drafting	Office
Electronics/Electrical	Sales
Food Services	Wood/Plastics
Graphic Arts	
2. Each group selects a captain and a recorder.
3. Under the leadership of each team captain and using the work experiences of team members, determine the three (3) most important duties and/or responsibilities of workers in the groups assigned occupational area.
4. Have the recorder note on Form #1 the three (3) duties identified by the group in Activity #3 above.
5. Each group captain reports using Form #1 on the findings of his group.

OCCUPATIONAL AREAS DUTIES/RESPONSIBILITIES FORM

OCCUPATIONAL AREAS	MAJOR DUTIES AND/OR RESPONSIBILITIES
Agriculture	1. _____
	2. _____
	3. _____
Auto Services	1. _____
	2. _____
	3. _____
Drafting	1. _____
	2. _____
	3. _____
Electronics/Electrical	1. _____
	2. _____
	3. _____
Food Services	1. _____
	2. _____
	3. _____
Graphic Arts	1. _____
	2. _____
	3. _____
Health	1. _____
	2. _____
	3. _____
Metal Working	1. _____
	2. _____
	3. _____
Office	1. _____
	2. _____
	3. _____
Sales	1. _____
	2. _____
	3. _____
Wood/Plastics	1. _____
	2. _____
	3. _____

UNIT B - CLASS SURVEY OF CURRICULUM DIVISIONS -
BY OCCUPATIONAL AREAS

Estimated Completion Time - 40 minutes

Activities

1. Teacher prepares a copy of Form #1 for each student.
2. A copy of Form #1 is distributed to each member of the class.
3. The teacher writes on the chalkboard the following numerical ranking:
 - 5 - Very important
 - 3 - Important
 - 1 - Little importance
4. The students are instructed to record a 5, 3, or 1 number in each cell. DO NOT leave blanks.
5. Teacher asks students to add each curriculum division column (vertical) and record in the space provided at the bottom of each column.
6. Teacher records the following categories on the chalkboard:
 - 41-55 - Very important
 - 26-40 - Important
 - 11-25 - Little importance
7. Using a show of hands, the class teacher records on the chalkboard the number of students who ranked each curriculum division into each of the three (3) categories of importance.
8. Teacher leads a class discussion of the results.

RANKING CURRICULUM DIVISIONS TO OCCUPATIONAL AREAS

OCCUPATIONAL AREAS	LANGUAGE ARTS	SOCIAL SCIENCE	SCIENCE	MATHE- MATICS	APPLIED ARTS	FINE ARTS	FOREIGN LANGUAGE	PHYSICAL EDUCATION
Agriculture								
Auto Services								
Drafting								
Electronics/Electrical								
Food Services								
Graphic Arts								
Health								
Metal Working								
Office								
Sales								
Wood/Plastics								
TOTAL RATING								

PROGRAM GOALS

1.3 (E) Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you

1.3 (G) Analyze and compare duties and responsibilities which are important to various careers and to required and elective courses in the school's curriculum which are of interest to you

1.3 (V) Assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

UNIT A - RELEVANT CURRICULUM GOALS

Estimated Completion Time - 40 minutes

Activities

1. Divide class into eight (8) groups listed below and appoint a team captain.

Applied Arts
Fine Arts
Foreign Language
Language Arts

Mathematics
Physical Education
Science
Social Science

2. Assume the principal of a new high school is asking each group identified above to write four (4) curriculum goals for each division that would (from the students point of view) best prepare them for employment using Form #1.
3. Teacher has each group report their findings orally to the class.

CURRICULUM GOAL FORM

CURRICULUM DIVISION	GOAL
Applied Arts	1. _____ 2. _____ 3. _____ 4. _____
Fine Arts	1. _____ 2. _____ 3. _____ 4. _____
Foreign Language	1. _____ 2. _____ 3. _____ 4. _____
Language Arts	1. _____ 2. _____ 3. _____ 4. _____
Mathematics	1. _____ 2. _____ 3. _____ 4. _____
Physical Education	1. _____ 2. _____ 3. _____ 4. _____
Science	1. _____ 2. _____ 3. _____ 4. _____
Social Science	1. _____ 2. _____ 3. _____ 4. _____

UNIT B - PANEL DISCUSSION OF RELEVANT CURRICULUM GOALS

Estimated Completion Time - 50 minutes

NOTE - This Unit requires the completion of Unit A

Activities

1. The teacher extends an invitation from the class to the principal and other members of his administrative staff, department chairman, and counselors to attend the next regular scheduled class meeting to react to the team reports prepared in Unit A.
2. At the above mentioned meeting distribute a copy of the report developed in Activity #1 stated above to all attendees.
3. Instructor moderates an open discussion of the feasibility of the implementation of the proposed curriculum goals during the remainder of the class period.

UNIT C - CONTEST
COURSE TITLES THAT RELATE TO CAREER CLUSTER PREPARATION

Estimated Completion Time - 30 minutes

Activities

1. Teacher divides the class into four (4) teams of equal number for the purpose of a contest and appoints a team captain.
2. Teacher prepares a copy of Form #1 for each team and distributes to the team captain.
3. In a 15 minute time limit each team is to identify three (3) specific course titles that provide preparation for each career cluster.
4. The team with the most complete listing of acceptable course titles is declared the winner.

SPECIFIC COURSES THAT RELATE TO CAREER CLUSTERS

CAREER CLUSTERS	IDENTIFYING TITLES OF THREE (3) SPECIFIC COURSE TITLES THAT PROVIDE PREPARATION FOR EACH CAREER CLUSTER
Transportation	1. _____ 2. _____ 3. _____
Health Services	1. _____ 2. _____ 3. _____
Public Services	1. _____ 2. _____ 3. _____
Manufacturing	1. _____ 2. _____ 3. _____
Construction	1. _____ 2. _____ 3. _____
Personal Service	1. _____ 2. _____ 3. _____
Fine Arts and Humanities	1. _____ 2. _____ 3. _____
Consumer and Home Economics	1. _____ 2. _____ 3. _____
Communications and Media	1. _____ 2. _____ 3. _____
Business and Office	1. _____ 2. _____ 3. _____
Marketing and Distribution	1. _____ 2. _____ 3. _____
Agri-Business and Natural Resources	1. _____ 2. _____ 3. _____
Environmental Control	1. _____ 2. _____ 3. _____
Hospital and Recreation	1. _____ 2. _____ 3. _____
Marine Science	1. _____ 2. _____ 3. _____

CHAPTER I I

THE GOAL OF SELF-ACTUALIZATION

Goal 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT
AND GROWING INDEPENDENCE AND MATURITY

PROGRAM GOAL

2.1 (E, G, and V) Examine the concept of man's basic need for productive work in order to achieve personal fulfillment

UNIT A - STUDENT JOB SATISFACTION RATING FORM

Estimated Completion Time - 30 minutes

Activities

1. Print and distribute a copy of the Job Satisfaction Rating Form (Form #1) to each student.
2. Have each member of the class complete the Job Satisfaction Rating Form (Form #1) based upon his current or past work experience station.
3. Divide class into groups of about four (4) students each. Appoint a recorder for each group and have each group derive a consensus of the Job Satisfaction Rating sheet.
4. Record the group consensus reports on the chalk board and note particularly areas of great difference.
5. Teacher leads a discussion and summarizes the findings of the class.

STUDENT JOB SATISFACTION RATING FORM

INSTRUCTIONS: Rate (with a single check mark) each of the following items according to its importance in achieving personal job satisfaction.

ITEM	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
Recognition for work done				
Job is interesting				
Employer fairness				
Employer understanding and appreciation				
Help with personal problems				
Good working conditions				
Job security				
Promotion on merit				
Opportunity for social contacts				
Feeling that work is productive				
Opportunities for after work activities				
Regularly scheduled rest periods				
Working relationship with co-workers				
Regularly scheduled hours of work				

Single Sentence Definition: Job Satisfaction _____

UNIT B - PARENT OR ADULT JOB SATISFACTION RATING FORM

Estimated Completion Time - 30 minutes

Activities

1. Print and distribute a copy of the Parent or Adult Job Satisfaction Rating Form (Form #1) to each student.
2. Have each student ask a parent or other adult to complete the form (Form #1) before the next regular class meeting.
3. Teacher leads a discussion and summarizes the findings of the Parent or Adult Job Satisfaction Rating Form survey.
4. Teacher assists the class in establishing a priority ranking of each item on Form #1.

PARENT OR ADULT JOB SATISFACTION RATING FORM

INSTRUCTIONS: Rate (with a single check mark) each of the following items according to its importance in achieving personal job satisfaction.

ITEM	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
Recognition for work done				
Job is interesting				
Employer fairness				
Employer understanding and appreciation				
Help with personal problems				
Good working conditions				
Job security				
Promotion on merit				
Opportunity for social contacts				
Feeling that work is productive				
Opportunities for after work activities				
Regularly scheduled rest periods				
Working relationship with co-workers				
Regularly scheduled hours of work				

Single Sentence Definition: Job Satisfaction _____

PROGRAM GOALS

2.2 (E) Identify several careers which could provide you with personal fulfillment

2.2 (G and V) Give evidence of having achieved a degree of personal fulfillment through productive work

UNIT A - IDENTIFYING EMPLOYER-EMPLOYEE NEEDS

Estimated Completion Time - 40 minutes

Activities

1. Instructor selects an industry that exists in the local area. (Examples: Medical services, banking, utilities, appliance manufacturing, automotive services, construction, etc.)
2. Instructor divides class into two groups and identifies a chairman for each group. One group assumes the position of an employer in the selected industry. Second group assumes the position of the employees in the same industry.
3. Each group will use its work experiences or knowledges of careers related to the selected industry to develop the following two lists:

Employer Group: A list of employee proficiencies which if carried out will represent a productive work force in his industry. (Examples: Speed, accuracy, neatness, etc.)

Employee Group: A list of personal needs which if made available by the employer in that industry would assure personal fulfillment for the employees. (Examples: Work breaks, vacations, working conditions, etc.)

4. The instructor develops two lists on the chalkboard for recording the Employer and Employee responses and leads a question and answer period.
5. The instructor collects Form #1 from each chairman.

EMPLOYER-EMPLOYEE NEEDS FORM

INDUSTRY _____

EMPLOYER PRODUCTIVE WORK NEEDS	EMPLOYEE PERSONAL FULFILLMENT NEEDS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

UNIT B - CHARADES ON IMMATURE BEHAVIOR

Estimated Completion Time - 40 minutes

Activities

1. Divide the class into Team A and Team B.
2. Identify four (4) pairs of students from each team to act out situations presented by the teacher.
3. Arrange teams on opposite sides of the room with an open space in between.
4. Teacher writes the following terms related to immature behavior on the job on eight (8) separate pieces of paper and divides them between the eight (8) pairs of students in the following pattern:

Team A

- Pair 1) Arguing
- Pair 2) Tardiness
- Pair 3) Stealing
- Pair 4) Gossiping

Team B

- Pair 1) Temper
- Pair 2) Absentism
- Pair 3) Lying
- Pair 4) Fighting

5. The instructor presents Team A, Pair 1, with their term and allows them 30 seconds to plan their charade.
6. The instructor carefully records the time it takes for Team A to correctly guess the immature behavior portrayed.
7. The process is repeated, alternating teams and pairs, until all eight (8) charades have been completed.
8. The team with the lowest cumulative time taken to identify their four (4) charades is declared the winner.

UNIT C - MATURITY ON THE JOB USING THE CHALKBOARD

Estimated Completion Time - 30 minutes

Activities

1. The instructor records the following four (4) terms on the chalkboard and explains that these are categories into which mature behavior may be classified:

Physical
Intellectual

Social
Emotional

2. Instructor presents one or more of the following definitions of maturity to the class:
 - A person who is under no compulsion to do or not to do something.
 - A person who is free to act, or not to act, in accordance with the realities of any situation.
 - A person who is able to adjust to an inalterable situation with a minimum of conflict.
3. The instructor leads a class discussion designed to illicit from the class specific examples of mature behavior on the job under each of the four (4) categories already written on the chalkboard.
4. The instructor summarizes the findings to the class.

PROGRAM GOALS

2.3 (E) Understand the relationship between work and growing independence and maturity

2.3 (G and V) Demonstrate growth in independence and maturity

UNIT A - RELATING INDEPENDENCE AND MATURITY TO JOB PERFORMANCE

Estimated Completion Time - 50 minutes

Activities

1. The school or district psychologist is invited to make a presentation and lead a class discussion on the subject of "independence" and "maturity" for the purpose of relating independence and maturity to job performance and the world of work.
2. The instructor with the assistance of the school or district psychologist and participants of the class will develop a list of the characteristics of an independent and mature person in the world of work.

UNIT B - EMPLOYER-EMPLOYEE CONFLICTS

Estimated Completion Time - 40 minutes

Activities

1. The instructor invites a representative from a local industry or business to present an employer's point of view relating to the personal fulfillment of his employees through productive work and his needs for a productive work force.
2. The instructor moderates a question and answer period that draws upon the background and work experiences of the class.
3. The instructor and employer representative summarize the discussion by identifying possible solutions to employer-employee conflicts.

UNIT C - SCHOOL VISIT UNION OR BUSINESS REPRESENTATIVE

Estimated Completion Time - 40 minutes

Activities

1. Invite a union representative and/or businessman to the next regularly scheduled class meeting to present their points of view regarding the elements of productive work.
2. Teacher moderates a question and answer period following the presentation.
3. A class representative writes a letter of appreciation to presenter(s).

CHAPTER III

THE GOAL OF SELF-EVALUATION

GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS

PROGRAM GOAL

3.1 (E, G, and V) Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals

UNIT A - DETECTING OCCUPATIONAL TRAITS

Estimated Completion Time - 30 minutes

Activities

1. The instructor is to read the story "Shirley Sarvis: She Created Her Job From Food and Travel," (Form #1) to the class.
2. The students are then to discuss Ms. Sarvis' personal aptitudes, her interests, what her career expectations might be and her long- and short-range goals as revealed or implied in the story.
3. The teacher should list each of the above categories on the chalk board and fill-in as many responses as the class can think of. See Form #2.
4. As time permits, have someone in the class volunteer to tell a story (fiction or non-fiction) about someone in the student's career field. Discuss and list the aptitudes, interests, career expectations and long- and short-range goals of the character in this story just as you did in the story above. See Form #2.

SHIRLEY SARVIS: SHE CREATED HER JOB FROM FOOD AND TRAVEL

SEARCHING OUT food recipes around the world sounds more like a glamorous adventure than work. But it is part of the exciting job home economist Shirley Sarvis has created for herself.

"I love to travel, I love to entertain, and I love to eat," says Shirley, a well-known San Francisco food writer and consultant. And in her present work, Shirley is able to combine her favorite pleasures.

Shirley has published several cookbooks devoted to foreign foods, including "A Taste of Portugal" (Scribner's, 1967) and "Cooking Scandinavian" (Doubleday, 1963, co-authored with Barbara Scott O'Neil). Before collecting recipes in Portugal, Shirley took a crash course in Portuguese, but usually she must rely on English. She has never encountered language problems in her travels abroad, she says, because she visits the marketplaces and, whenever possible, tries to watch a chef or a native cook preparing a dish. Cooking techniques and terminology are pretty basic, at least in the European and the Latin American countries.

Shirley travels have taken her to most countries of Europe and South America, as well as to Japan, Hong Kong, the Philippines, Fiji, Samoa, New Zealand, and Australia. India, she feels, is a big chapter still to be explored.

How did Shirley Sarvis, who describes herself as "a farm girl from Kansas," become an international traveler and food authority? After majoring in home economics and journalism at Kansas State University and graduating with a bachelor of science degree, Shirley joined the staff of Sunset Magazine in San Francisco and worked her way up to assistant food editor. This experience in Sunset's test kitchen was, she feels, invaluable.

In 1963 Shirley left Sunset to set herself up as a freelance writer in the food field. Her articles on food, wine, and travel have appeared in such magazines as Woman's Day, The American Home, Gourmet, House & Garden, and Better Homes & Gardens. In addition to her foreign cookbooks, this busy home economist has also published a number of other cookbooks including "Crab & Abalone" (Bobbs-Merrill, 1968), "Table for Two" (Doubleday, 1968), and co-authored "San Francisco Firehouse Favorites" (Bobbs-Merrill, 1965). She has been a food writer for the very handsome series of Time-Life Foods of the World cookbooks and has acted as a food consultant on their Portuguese cookbook.

Shirley lives and works in an attractive apartment on the side of Russian Hill, with a glimpse of San Francisco Bay and Alcatraz Island from her spacious living room. Her dining room she has converted into an office, and in her small but efficient kitchen she does food testing and recipe development. The latter, along with photography and writing, is often part

of the consulting work she does on food and wines for advertising and publicity firms and food companies. A part of her home office is the large freezer which simply would not fit in her kitchen. It has a place of honor in her front hall closet, and for food testing and entertaining it is, she says, "simply indispensable."

How does this lively blonde food expert, who admits to a passion for butter, cream, and the rich cuisines of Vienna and Paris, keep her willowy figure? For Shirley Sarvis it is not a problem since she eats in moderation, preferring to enjoy each new taste experience. Whether she is seeking out white truffles in Alba, Italy, or a hearty "fricase" in the Indian quarter of La Paz, Bolivia, she finds the aura of fine foods exciting, even romantic. -- E. A.

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Program Goal 3.1 - Unit A
Form #2

APTITUDES	INTERESTS	CAREER EXPECTATIONS	LONG-RANGE GOALS	SHORT-RANGE GOALS

UNIT B - DEFINING JOB RELATED REQUIREMENTS

Estimated Completion Time - 30 minutes

Activities

1. The instructor is to divide the class into five (5) groups. Assign a different term to each group from the following list:

Personal Aptitudes

Interests

Career Expectations

Motivation to Pursue Short-Range Goals

Motivation to Pursue Long-Range Goals

2. Have each group go to the library and research a definition of their term or provide various resource material to use in the classroom. The teacher can suggest they look in dictionaries, books on psychology, sociology, and etc. After 15 minutes, return to the classroom and have each group write its definition on the chalk board.
3. As a class, discuss (in terms of their understanding of themselves as individuals and working from the definitions presented by each group) each category. Go around the class and have each student identify his career choice and briefly relate the definitions to his choice.

UNIT C - PROBLEM SOLVING

Estimated Completion Time - 30 minutes

Activities

1. Have the teacher read the following situation to the class.

Assume your best friend wants to become a U. S. Senator and has come to you (as a class) for advice. He, or she, is in your age group and lives in your community. Develop a list of five (5) immediate goals (within one year) and five (5) long-range goals which if accomplished would help your friend become a U. S. Senator. In addition, suggest a list of personal aptitudes and interests which would be helpful to your friend.

2. Have the class suggest another career and develop lists of aptitudes, interests, goals, etc., which are appropriate for an individual and his chosen career.
3. 3.1 Unit C, Form #1 may be used as a guide for the teacher when writing responses on the board.

Program Goal 3.1 - Unit C
Form #1

IMMEDIATE GOALS (within 1 year)

1
2
3
4
5

LONG-RANGE GOALS

1
2
3
4
5

UNIT D - GUESSING WHO

Estimated Completion Time - 30 minutes

Activities

(It is suggested that the instructor wait a few weeks until the students know each other before attempting this activity.)

1. The purpose of this activity is to increase the students' awareness of personal aptitudes, interests and career expectations and to gain a better understanding of himself by seeing how others see him.
2. Have each person in the class draw the name of a classmate. Each person is to describe to the class in one minute or less, the personal aptitudes, interests and goals of the person whose name he has drawn.
3. Let the rest of the class guess who you are describing.

PROGRAM GOALS

3.2 (E and G) Identify a variety of possible career choices for you and group them into occupational clusters

3.2 (V) Explore the current and emerging opportunities for employment in your present assignment and for advancement within related occupations

UNIT A - EXAMINATION OF SELECTED HELP WANTED ADS

Estimated Completion Time - 30 minutes

Activities

1. The instructor is to read the following to the class. (Or he may develop his own lecture.)

A "cluster" is a "job family." The U. S. Office of Education has taken over 23,000 active job titles and grouped them into 15 clusters so they can be dealt with more effectively. The 15 clusters are:

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Service Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Service Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

All types of jobs are included in these 15 clusters from those requiring basic trade skills to those requiring post graduate education.

By becoming acquainted with these broad occupational clusters, you can understand more about work and the job families or clusters. You will also be able to relate the clusters to your self-awareness (identify) and the career possibilities available to you.

2. The instructor is to bring in the help wanted section of the daily newspaper and select five (5) or more different job opportunities. One at a time, read a want ad to the class. (You may also want to write each ad on the chalk board.)
3. Divide the class into groups of three (3) or four (4) students. Have each group identify the occupational cluster for each job and determine approximately where it relates on a career ladder. State a job which ranks just above it or below it on the ladder within the same cluster. Determine if the demand for this occupation is increasing or decreasing.

Program Goal 3.2 - Unit A
Form #1

TITLE OF JOB OPENING _____

CLUSTER IT BELONGS IN _____

A CAREER LADDER

A job ranking above _____

The job itself _____

A job ranking below _____

The Demand for this job is (check one) increasing _____
decreasing _____

Give yourselves one (1) point for each reasonable answer you have written in. Do not count the job title. Total of four (4) possible points.

Score _____

UNIT B - MATCHING JOBS AND CLUSTERS

Estimated Completion Time - 30 minutes

Activities

1. The instructor is to display a listing of the 15 job clusters in the room. (Either on the chalkboard, on charts, or on a bulletin board.) The 15 clusters are:
 1. Transportation
 2. Health Services
 3. Public Services
 4. Manufacturing
 5. Construction
 6. Personal Service
 7. Fine Arts and Humanities
 8. Consumer and Home Economics
 9. Communications and Media
 10. Business and Office
 11. Marketing and Distribution
 12. Agri-Business and Natural Resources
 13. Marine Science
 14. Environmental Control
 15. Hospitality and Recreation
2. Have each student contribute one occupation, which is interesting to him and has not already been given. List each occupation under the appropriate cluster.
3. Have the class discuss the current and emerging opportunities for employment for each occupation.

UNIT C - FINDING RELATED WORK OPPORTUNITIES

Estimated Completion Time - 15 minutes

Activities

1. The instructor is to read the following situation to the class:

Three men working in the aerospace industry have lost their jobs because of cut-backs. Each is an excellent worker. One is an electronics assembler, another is an expert tool and die maker and the third is an aerospace engineer.

2. Have the class discuss several job opportunities outside the space industry for each of these people where they could find related work with a minimum of additional training.

UNIT D - ROLE PLAY

Estimated Completion Time - 10 minutes

Activities

1. The instructor is to ask for a volunteer to play the part of a company representative with a specific job opening. You might choose one related to his or her present job assignment or pick from the following:

Personnel Manager
Sales Clerk
Shop Foreman
Legal Secretary
Policeman

2. Have the class interview him. Ask about opportunities within the specific job and the general field he is representing.
3. As time permits, choose another member of the class and repeat this activity choosing a different occupation.

UNIT E - JOB GRAM

Estimated Completion Time - 20 minutes

Activities

1. Pass out copies of Form #1 to each member of the class.
2. Have them fill-in five (5) job cluster titles in the left-hand column. You may select the clusters or have the class choose them, just so everyone uses the same list.
3. In the same manner, select a "key word" of five (5) letters to go across the top of the form. The key word should not have any duplicate letters in it and should not contain any hard letters such as Z, X, Y, Q, or U.
4. The class may now begin filling in job titles in the 25 blank spaces. The job titles must begin with the letter of the key word for the appropriate column and must be in the cluster named to the left. See the example below.
5. At the end of 15 minutes, call time. The student with the most job titles is the winner.

(Key Word)

(Job Cluster)	F	I	R	S	T
Manufacturing	Foreman	Iron Worker		Sheet Metal Worker	Tool-Die Maker
Media			Reporter		Television Cameraman
Transportation	Flight Engineer		Rigger	Stewardess	Truck Driver
Public Service	Fireman	Information Operator	Reservation Worker	Social Worker	
Health Service		Internist	Registered Nurse	Speech Pathologist	

Program Goal 3.2 - Unit E
Form #1

(Key Word)

(Job Cluster)

PROGRAM GOALS

3.3 (E) Explore the current and emerging opportunities for employment in selected careers

3.3 (G) Explore the current and emerging opportunities for employment in the cluster of occupations related to your present employment

3.3 (V) Identify the educational and training requirements of your present employment and compare them to the requirements for advancement within related occupations

UNIT A - SEARCH FOR QUALIFIED EMPLOYEES

Estimated Completion Time - 30 minutes

Activities

1. Have the instructor divide the class into three (3) or four (4) groups.
2. Each group will select an occupational choice of one of the members of the group. Then the group will assume that it represents a company with an opening for the selected job. (Occupational choice)
3. The group is then to write a want-ad for the position to go in the local newspaper, or a job order for use by an employment agency. Make the job as attractive as possible. Be sure to include the required education and work experience, salary range and what would be expected of the new employee.
4. Have each group read and/or write on the chalkboard its presentation and let the entire class evaluate each want-ad.

UNIT B - IDENTIFICATION AND COMPARISON OF JOB REQUIREMENTS

Estimated Completion Time - 30 minutes

Activities

1. Divide the class into an even number of groups (3-4 per group).
2. Give each group the name of an occupation from list A on Form #1 and the corresponding occupation from list B.
3. Have all groups write a list of probable training and educational requirements as well as requirements for advancement for their given occupations.
4. Look for similarities and differences in educational and training between the pairs of jobs. Present these to the class orally or on the chalkboard.
5. Have the class vote for the best analysis and comparison.

LIST A

1. Dental Assistant
2. Office Manager
3. Telephone Operator
4. Airplane Pilot
5. Surgeon
6. Certified Public Accountant
7. Cook
8. Professional Athlete
9. Bank Teller
10. Social Worker

LIST B

1. Nurse Aide
2. Shop Foreman
3. Receptionist
4. Bus Driver
5. Veterinarian
6. Attorney
7. Dietitian
8. Astronaut
9. Sales Clerk
10. Police Officer

UNIT C - INVESTING IN A COMPANY WITH EMERGING OPPORTUNITIES

Estimated Completion Time - 30 minutes

Activities

1. The teacher will describe the following situations to the class then proceed with the activity.
2. The teacher and/or the class is to select two teams. Each team will consist of three members and each will represent a new firm which is looking for capital to back their venture.
3. The class will be an investment club with the necessary capital to back one of the firms. Their principle interest is to back a firm with potential for the future and one which will employ a large number of local citizens at all levels. On the basis of the presentations, the class will elect whether or not to provide the necessary backing and for whom. Keep in mind that the investment club is really a group of public-minded community leaders. They want to sponsor a company in their area which will be in existence for many years to come and which will provide good and emerging jobs for all types of local citizens.

4. Some suggested firms are:

Transportation: A company which will design and manufacture a type of passenger car which rides on a cushion of air.

Health: A firm which designs and produces disposable products for use in hospitals, doctors' offices, and clinics.

Hospitality and Recreation:

A company which will build and run a civic center in your town which will meet the ongoing needs of the citizenary.

Marine Science: A company which is developing a way to commercially farm shrimp.

UNIT D - IDENTIFYING ALTERNATIVE OCCUPATIONS

Estimated Completion Time - 30 minutes

Activities

1. Have each student assume that his job will be obsolete within ten years. If you prefer you may select one of the following jobs:

Watch Repairman

Gasoline Station Attendant

Milkman

Astronaut

Printing Press
Operator

Career Soldier

Small Appliance
Repairman

Licensed Vocational Nurse

Telephone Operator

Bank Teller

2. Tell the class alternative occupations, preferable in the same cluster, which you would qualify for with a minimum of additional training. For example, a telephone operator could become a receptionist, a key punch operator could become a clerk-typist or a stockbroker could become a real estate salesman.

PROGRAM GOALS

3.4 (E) Identify the educational and training requirements of selected careers

3.4 (G) Identify the educational and training requirements of your present employment and compare these to the educational and training requirements of other careers

3.4 (V) Compare the educational and training requirements needed for advancement within occupational areas related to your present assignment and to your potential for success in them

UNIT A - GUESSING OCCUPATIONS BY TRAINING REQUIREMENTS

Estimated Completion Time - 30 minutes

Activities

1. Pin the name of an occupation or a person known by everyone in the class to have a certain job on the back of a student. Let the class see what it is.
2. The tagged student asks the class questions but they must relate to training requirements for an occupation. The questions should be answerable by a "yes" or a "no." Examples of questions:

Do I need a high school education? .
Would I need a drivers license?
Is it in the ----- Cluster?
Would I use hand tools?

Some occupations you might choose could be:

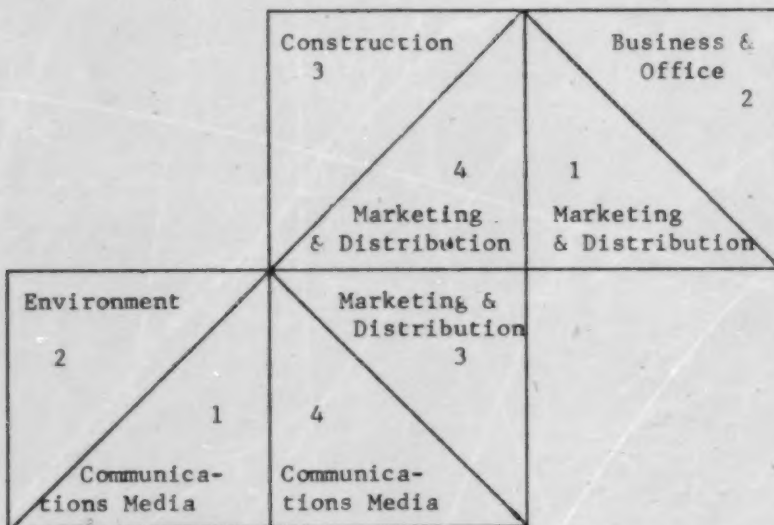
Accountant	Carpenter	Truck Driver
Airline Pilot	Chemist	Medical Lab Assistant
Stewardess	Dentist	Model
Architect	Draftsman	Park Ranger
Appliance Service-	Elementary Teacher	Physician
man	Secretary	Plumber
Artist	Fireman	Receptionist
Astronomer	Fork Lift Operator	Sales Clerk
Auto Mechanic	Pilot	Social Worker
Bank Teller	Juvenile Officer	Telephone Lineman
Barber	Cook	Truck Driver

UNIT B - CLUSTER-ANGLES

Estimated Completion Time - 30 minutes

Activities

1. This game is for 3 to 6 players. Each player is given an equal number of rectangular titles. (Form #1)
2. Place one title in the center of the table to start the game. The first player can play any angle as long as the cluster matches with the adjacent cluster. Before playing his angle he must be able to answer the question indicated by the number which is already on the table, on the angle he will match. If the number is a (1) he must identify an occupation in that cluster. If it is a (2) he must identify an educational requirement for that cluster. If it is a (3) he must identify a training requirement for some occupation in the cluster. If it is a (4) identify a requirement for advancement.
3. If the player cannot answer the appropriate question within a reasonable length of time, he loses his turn and the play moves on to the next player. A player may place only one title each turn. The first player to use up all of his titles is the winner.



Program Goal 3.4 - Unit B
Form #1

Glue this sheet to cardboard.
Cut on dotted lines.

Public Service 2 1 Marketing Distribution	Transportation 4 3 Manufacturing	Health 2 1 Personal Service	Communication & Media 2 1 Environment	Fine Arts & Humanities 4 3 Construction
Business & Office 2 1 Transportation	Manufacturing 2 1 Agriculture	Marketing & Distribution 2 1 Business & Office	Fine Arts & Humanities 2 1 Fine Arts & Humanities	Hospitality & Recreation 2 1 Health
Transportation 2 1 Marine Science	Marine Science 2 1 Public Service	Agriculture 2 1 Consumer & Home Econ.	Personal Service 2 1 Communication & Media	Consumer & Home Economics 2 1 Construction
Construction 2 1 Manufacturing	Environment 2 1 Hospitality & Rec.	Agriculture 4 3 Transportation	Consumer & Home Economics 4 3 Personal Service	Personal Service 4 3 Marine Science
Public Service 4 3 Agriculture	Hospitality & Recreation 4 3 Public Service	Marketing & Distribution 4 3 Communication & Media	Construction 4 3 Marketing & Distri.	Communication & Media 4 3 Health
Manufacturing 4 3 Environment	Environment 4 3 Business & Office	Business & Office 4 3 Fine Arts & Humanities	Health 4 3 Consumer & Home Econ.	Marine Science 4 3 Hospitality & Rec.

UNIT C - CAREER TRAITS

Estimated Completion Time - 30 minutes

Activities

Compare education and training requirements needed for advancement

1. Have a student take each of the following roles:

- A. One student is a counselor in a counseling and employment agency. He gets paid each time he places a person in a job.
- B. Another student has been a (put in any occupation) for three years. It has been a summer job, one he got to help put himself through high school and now works full time. It was okay but as he is now married with a family, he would like a job that pays more money. He thinks that the agency might be able to help him.

Here is a list of suggested occupations:

Park Ranger
Librarian
House Painter
Used Car Salesman
Grocery Checker
Insurance Salesman
Fisherman
Carpet Installer
Detective
Biochemist
Registered Nurse

- 2. Have the two, client and counselor discuss the problem. What can the (park ranger) do immediately and/or with more education and/or training to get a more advanced job, that is one with better pay potential. (Go over the training requirements, educational standards, personal aptitudes, traits and characteristics.)
- 3. At the end of the discussion have the class react to what went on.
- 4. Repeat this activity using two other students.

Program Goal 3.4 - Unit C
Form #1

CAREER _____

Training Requirements: _____

Educational Standards: _____

Personal Aptitudes: _____

Traits and Characteristics: _____

PROGRAM GOAL

3.5 (E and G) Compare the educational and training requirements of a variety of careers to your potential for success in those careers

UNIT A - DEBATE: THE BEST TYPE OF EDUCATION

Estimated Completion Time - 30 minutes

Activities

1. Select three representatives who will debate. The instructor may appoint the students or take volunteers.
2. Assign to each student one of the following:

One will advocate formal education

Another trade schools and

the third on-the-job training.
3. The teacher will name an occupation and each debator will have one minute to say why his type of education is the best type for that particular job.
4. After each speech the three advocates can debate for three minutes openly.
5. The class will vote on the best type of training for that particular job.
6. After several occupations have been debated, have the debators switch positions. This might even be done in the middle of a debate.
7. Possible occupations are:

Medical Technician
Ambulance Driver
Airline Stewardess
Automechanic
Architect
Machinest

Salesmanager
Police Officer
Farmer
Truck Driver (Long Haul)
Commercial Artist
Recreational Director

UNIT B - MATCHING ACHIEVEMENTS WITH CAREER REQUIREMENTS

Estimated Completion Time - 30 minutes

Activities

1. List the occupational goal of each student in the classroom. This can be done quickly and informally by the teacher on the board or ask the students to bring in a poster depicting their occupational goal.
2. Have each student list the five or six of the most basic requirements (education, training, health and aptitude) for his chosen occupation.
3. Have the class pair off in twos. At a signal each set of partners is to begin a conversation about training requirements for their jobs. Each person writes down the requirements which both partners need for their chosen career.
4. At the end of two or three minutes, the students are to move in rotation to new partners and repeat the exercise as described in number 3 above.
5. Just for fun, at the end of the class, see who has the longest list. Have the students note how jobs within a cluster have similar requirements.

UNIT C - SUCCESSFUL CAREERS EXPERIMENT

Estimated Completion Time - 30 minutes

Activities

1. The teacher will read the following situation to the class:

A university is conducting an experiment in community organization. They are going to send exactly fifteen people to a tropical island. The island has plenty of water, fruit trees, grass, timber, and other natural resources. The group will live there for six months. Each participant will come from a different occupational cluster. He may take a small selection of tools and equipment related to his occupation. The island was occupied in World War II, as a result there is some plumbing and an electric generator which could be made useable.

2. As a class, select one representative from each of the fifteen occupational clusters for the experiment.
3. As time allows, indicate the training and education which each cluster representative should have before embarking on the experiment.

UNIT D - ROLE PLAYING

Estimated Completion Time - 30 minutes

Activities

1. The instructor is to select one person to be a job interviewer for a specific position. Use the list below or select one that is appropriate for the class. You may divide the class into several small groups for this activity or just involve five students while the others observe.

Legal Secretary
Bus Driver
Supermarket Manager
Lifeguard
Stock Broker
Stewardess

Recording Engineer
Movie Theater Manager
Dental Assistant
Purchasing Agent
Construction Worker
Bank Teller

2. Each interviewer will talk individually with three or four classmates each of whom is applying for the job. The interviewer will judge each applicant on the basis of his answers and how he feels the applicant will succeed in that job.
3. If possible, the instructor should invite up to five representatives from business and/or industry to interview students as in number two above.

CHAPTER IV

THE GOAL OF INTERPERSONAL RELATIONS

GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE
EDUCATION SPONSORS, TO EMPLOYERS AND THEIR
EMPLOYEES, AND TO THE PUBLIC SERVED

PROGRAM GOALS

- 4.1 (E) Demonstrate understanding of the requirements for personal grooming and dress required in a variety of work environments
- 4.1 (G) Maintain the personal grooming and dress required in your present work environment
- 4.1 (V) Maintain the personal grooming and dress required in the work environment of a selected career

UNIT A - PERSONAL GROOMING AND DRESS ON THE JOB

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this activity by motivating the students with this recent factual information:

The need for good grooming and proper dress in any occupation cannot be overemphasized. A recent survey of 153 companies* indicates that the most common reason for rejection of a job applicant was poor personal appearance, in spite of the fact that many applicants were perfectly capable of doing the work required.

*Succeeding in the World of Work: Kimbrell and Vineyard; McKnight Publishing Co., 1970.

Many employees fail to advance or are laid off due to poor personal hygiene, lack of proper dress or appearance, or failure to utilize proper safety apparel.

2. The instructor then divides the class into discussion/work groups of five and has each group select a chairman. The chairman will have the responsibility of reporting for his group when called upon by the instructor.
3. The instructor distributes the "Personal Grooming and Personal Dress Survey" form (Form #1) to each student.
4. The instructor selects a student to act as a recorder on the chalkboard. This student should write the two categories on the chalkboard--Personal Grooming and Personal Dress--and be ready to record the group reports on the chalkboard under the appropriate categories when the group chairmen make their reports.
5. The instructor requests each group to "brainstorm" together and the chairman of each group shall compile a "group list" reflecting the group "brainstorming."
6. The instructor asks each group chairman to report his/her groups suggestions to the class. The recorder writes the suggestions on the chalkboard under the appropriate categories (duplicate items that are reported can be recorded with a "check scoring", i.e., *HH*).
7. The instructor leads a class discussion during/after the recording and summarizes the activity to conclude the lesson.

PERSONAL GROOMING AND PERSONAL DRESS SURVEY SHEET

List below the items that you feel are important when applying for a job.

Personal Grooming	Personal Dress
1. Posture (Stand up straight)	1. Shiny shoes
2. Hair style	2. Clean clothes
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

Program Goal 4.1 - Unit A
Resource Material for the Instructor

KEY

Suggested Answers for Student Survey Form

Personal Grooming	Personal Dress
1. Posture (stand up straight)	1. Shiny shoes - good heels, heels of suitable length
2. Hair style - clean, neatly combed, appropriate length, no dandruff	2. Clean clothes - neatly pressed, not frayed, no buttons missing, no hooks missing, hemline appropriate length
3. Hands - nails short, clean, rings not gaudy	3. Dress appropriate - sport shirt, tie, suit, tailored dress or suit, hosiery free of runs and snags, appropriate for job
4. Face - clean shaven, clear complexion, minimum make-up, no false eyelashes, no heavy mascara or eye shadow, eye-glasses of complementary style	4. Accessories - modest use of jewelry, matching handbag
5. Fresh breath	5. Coordinated - color, fashionable, "good looking"
6. No body odor	6. Safety apparel - glasses, hard hat, uniform, etc.
7. Modulated voice	7.
8. Smile	8.
9.	9.
10.	10.
11.	11.
12.	12.

UNIT B - PERSONAL GROOMING AND DRESS FOR THE INTERVIEW

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this activity by informing the students that they are the interviewers for "Sight-Co" Analysis Employment Agency. They have the responsibility to interview and "analyze" the employability of students that apply for jobs.
2. The instructor distributes the "Sight-Co" Analysis Employment Agency Job Applicant Interview Chart (Form #1) to each student.
3. The instructor requests each student to list under each category-- Personal Grooming and Personal Dress--the characteristics they would look for in each job applicant interview.
4. The instructor selects two students to be "chalkboard" recorders-- one for Personal Grooming, and one for Personal Dress.
5. The instructor asks individuals in the class to read their "Sight-Co" Analysis Chart items to the class--the recorders list the items on the chalkboard under Personal Grooming and Personal Dress.
6. The instructor by means of class discussion (and vote if necessary) determines the items that should appear in the "Sight-Co" Analysis Employment Agency Interview Chart to be used in future interviews for job applicants.
7. The recorders underline or circle these items on the chalkboard.
8. The instructor concludes the lesson by encouraging each student to measure his/her own employability on the "Sight-Co" Analysis Employment Agency Job Applicant Interview Chart as developed by their classmates.

"SIGHT-CO" ANALYSIS EMPLOYMENT AGENCY
JOB APPLICANT INTERVIEW CHART

<u>I. Personal Grooming</u>	1	2	3	4	5	Score
1.	—	—	—	—	—	—
2.	—	—	—	—	—	—
3.	—	—	—	—	—	—
4.	—	—	—	—	—	—
5.	—	—	—	—	—	—
6.	—	—	—	—	—	—
7.	—	—	—	—	—	—
8.	—	—	—	—	—	—
9.	—	—	—	—	—	—
10.	—	—	—	—	—	—
	TOTAL					—

<u>II. Personal Dress</u>	1	2	3	4	5	Score
1.	—	—	—	—	—	—
2.	—	—	—	—	—	—
3.	—	—	—	—	—	—
4.	—	—	—	—	—	—
5.	—	—	—	—	—	—
6.	—	—	—	—	—	—
7.	—	—	—	—	—	—
8.	—	—	—	—	—	—
9.	—	—	—	—	—	—
10.	—	—	—	—	—	—
	TOTAL					—

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Program Goal 4.1 - Unit B
Resource Material for the Instructor

KEY

Suggested Answers for "Sight-Co" Analysis

I. Personal Grooming

1. Clean Hair
2. Clean Teeth
3. Clean Hands
4. Clean Nails
5. Fresh Breath
6. No body odor
7. Good Posture
8. Clean Ears
9. Clean Shaven
10. Clear Complexion

II. Personal Dress

1. Shiny Shoes
2. Good Heels
3. Clean Clothes
4. Neatly pressed
5. No buttons/hooks missing
6. Coordinated
7. Dress appropriate
8. Hemline appropriate length
9. Accessories proper
10. Hosiery free of runs and snags

UNIT C - PERSONAL DRESS AND GROOMING REQUIREMENTS
CHANGE WITH DIFFERENT OCCUPATIONS

Estimated Completion Time - 25 minutes

Activities

1. The instructor begins this unit by informing the students that in the Dictionary of Occupational Titles, Third Edition*, (probably available in the school library or counseling office), 2,000 separate occupations are listed and defined. Therefore the Personal Dress and Personal Grooming requirements could be different for different occupations. The instructor should have a Dictionary of Occupational Titles available, if possible, so that the students can recognize the Dictionary and know where it is available in the school.
2. The instructor distributes the "Variety is the Spice of Life" form (Form #1) to each student.
3. The instructor requests that each student fill in as many blanks as possible on the "Variety is the Spice of Life" form.
4. The instructor calls on individuals to report orally (one answer or more) to the class. The class can challenge or discuss the appropriateness of each answer. Each category I, II, III, IV should be exhausted before moving on to the next category.
5. The instructor concludes the class discussion by reviewing and summarizing the answers--emphasizing the necessity for the safety apparel.

*Dictionary of Occupational Titles, Vol. 1, Definitions of Titles, Third Edition (Washington: U.S. Government Printing Office, 1965)

"VARIETY IS THE SPICE OF LIFE"

Fill in the blanks with your opinions.

I. Appropriate Personal Grooming Essential To Any Job

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. Appropriate Dress Essential To Any Job

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

III. Articles of Safety Apparel

Job Associated With Safety Apparel

- | | |
|-------------------|----------|
| 1. Goggles | 1. _____ |
| 2. Face Mask | 2. _____ |
| 3. Breathing Mask | 3. _____ |
| 4. Gloves | 4. _____ |
| 5. Hard Hat | 5. _____ |
| 6. Rubber Apron | 6. _____ |
| 7. Hard Shoes | 7. _____ |
| 8. Hair Nets | 8. _____ |

Program Goal 4.1 - Unit C
Form #1 (Continued)

IV. Mod Dress Is Appropriate To The Following Occupations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Program Goal 4.1 - Unit C
Key for Instructor

KEY

Suggested Answers for "Variety Is The Spice Of Life"

I. Appropriate Personal Grooming

1. Clean Hair
2. Clean Teeth
3. Clean Hands
4. Clean Nails
5. Fresh Breath
6. No Body Odor

II. Appropriate Dress

1. Shiny Shoes
2. Good Heels
3. Clean Clothes
4. Neatly Pressed
5. No buttons/hooks missing
6. Coordinated

III. Job Associated With Safety Apparel

1. Grinder, drill press operator
2. Welder
3. Painter
4. Gardener, steel mill worker
5. Bridge and road construction
6. Chemist
7. Construction worker, dairy and farm worker
8. Restaurant

IV. Mod Dress

1. Fashion Designer
2. Clothing salesman/woman
3. Dance instructor
4. Teacher
5. Hair dresser
6. Model

UNIT D - PERSONAL DRESS AND GROOMING FOR THE APPROPRIATE SCENE

Estimated Completion Time - 30 minutes

Activities

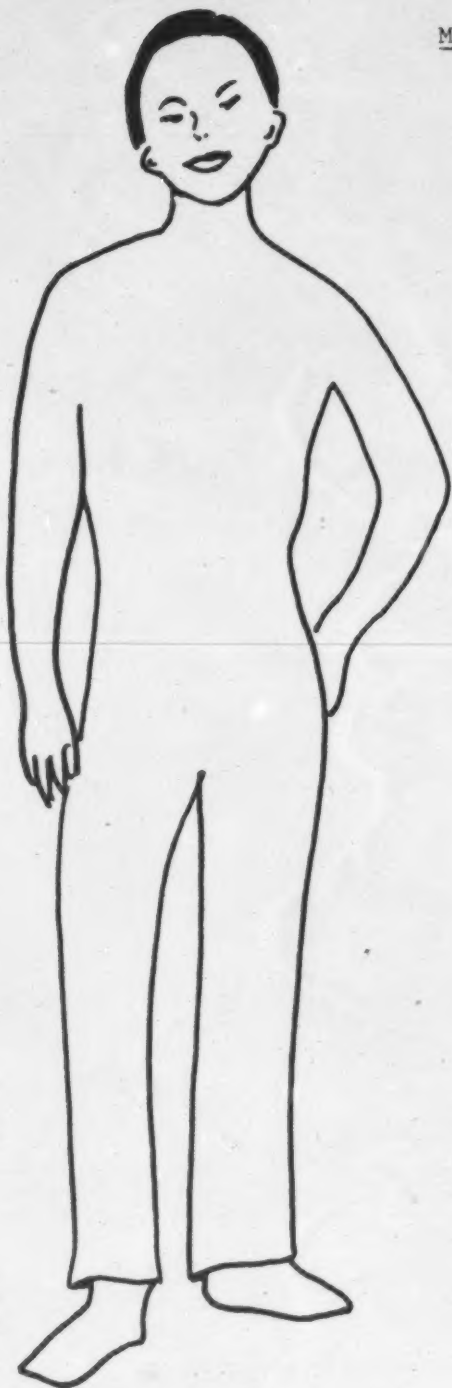
1. The instructor will note that there are four different "work sheets"-- two of which apply to male students (Form #1 and Form #2), and two of which apply to the female students (Form #1 and Form #2).
2. The instructor should duplicate a set for each male and female student and distribute material to the class.
3. The instructor explains to the class that this activity is designed for the student to check the two lists and draw (optional) how he/she dressed when: (a) applying for his/her work experience education job and (b) now working at his/her work experience education job.
4. The instructor encourages the "artists" to hold up their drawings and the class can "declare" winners in the different categories by "popular" vote. "Winners" should be proclaimed and their drawings declared "pin ups" for the class to view.
5. The instructor concludes the activity with a class discussion using the following suggested discussion topics:
 - (a) The differences in dress when: applying for a job
working at the job
 - (b) The reasons for these differences in dress
 - (c) Safety apparel at jobs--different kinds
 - (d) The reasons for these different kinds of safety apparel

Name _____

Present Work Experience Education Job _____

MIRROR, MIRROR ON THE WALL

Below is your figure outline. Dress yourself by checking the list as you would properly groom yourself for your interview in applying for your job at your present work experience education station. If you so choose, you may draw the appropriate articles of attire on your figure.



- _____ Business suit
- _____ Shirt
- _____ Tie
- _____ Sport Jacket
- _____ Slacks
- _____ Sport Shirt
- _____ Overalls
- _____ Jeans
- _____ Socks
- _____ Coat
- _____ Hair-style or length _____
- _____ Head Covering
- _____ Shoes (type of) _____
- _____ Other (describe) _____

Name _____

Present Work Experience Education Job _____

MIRROR, MIRROR ON THE WALL

Below is your figure outline. Dress yourself by checking the list as you would properly groom yourself for your interview in applying for your job at your present work experience education station. If you so choose, you may draw the appropriate articles of attire on your figure.



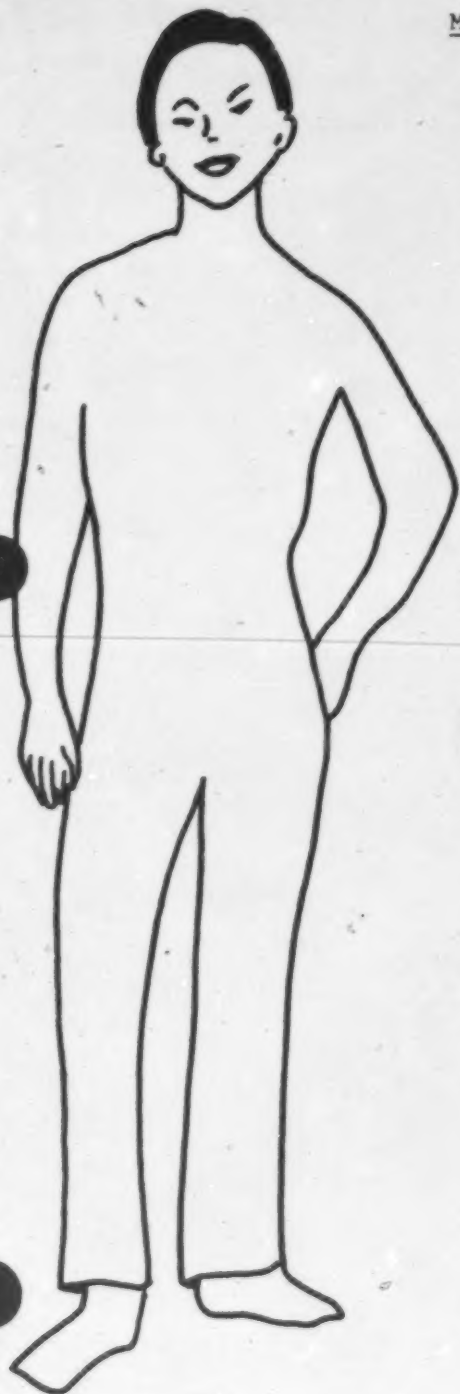
- _____ Suit
- _____ Dress
- _____ Sport dress
- _____ Skirt
- _____ Blouse
- _____ Pant suit
- _____ Jeans
- _____ Pantyhose
- _____ Shoes (type of) _____
- _____ Bag
- _____ Coat
- _____ Jewelry
- _____ Hair-style or length _____
- _____ Head covering
- _____ Other (describe) _____

Name _____

Present Work Experience Education Job _____

MIRROR, MIRROR ON THE WALL

Below is your figure outline. By using the check-off list, groom yourself in the mode of attire as you appear at your present work experience education station. If you so choose you may draw the appropriate articles of attire on your figure.



- _____ Business suit
- _____ Shirt
- _____ Tie
- _____ Sport jacket
- _____ Slacks
- _____ Sport shirt
- _____ Overalls
- _____ Jeans
- _____ Socks
- _____ Coat
- _____ Head covering
- _____ Hair-style or length _____
- _____ Shoes (type of) _____
- _____ Uniform (describe) _____
- _____ Specific safety apparel (describe) _____
- _____ Other (describe) _____

Name _____

Present Work Experience Education Job _____

MIRROR, MIRROR ON THE WALL

Below is your figure outline. By using the check-off list, groom yourself in the mode of attire as you appear at your present work experience education station. If you so choose you may draw the appropriate articles of attire on your figure.



- _____ Suit
- _____ Dress
- _____ Sport dress
- _____ Skirt
- _____ Blouse
- _____ Pant suit
- _____ Jeans
- _____ Pantyhose
- _____ Shoes (type of) _____
- _____ Bag
- _____ Coat
- _____ Gloves
- _____ Head covering
- _____ Hair-style/length
- _____ Jewelry
- _____ Uniform (describe) _____
- _____ Specific safety apparel (describe) _____
- _____ Other (describe) _____

UNIT E - DRESSING UP MY CAREER LADDER

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage by making the students aware of the changes in personal dress that can take place as one changes jobs and responsibilities (career ladder).
2. The instructor divides the class into discussion work/groups of five and has each group select a chairman.
3. The instructor distributes the Personal Dress Career Ladder Form (Form #1) to each student.
4. The instructor reads the instructions on the Personal Dress Career Ladder form to insure that the class understands the activity. The instructor then asks the students to fill out their forms.
5. Upon completion of filling out their individual forms the students should discuss their "discoveries" within their groups.
6. Each group (through their chairman) determines the order in which a member of their group will report to the class.
7. The instructor asks the groups to report in rotation, i.e., #1 from each group, then #2 from each group, etc.
8. Class discussion can follow report (optional).
9. Instructor summarizes the lesson. (If time permits the instructor can discuss/summarize the changes in safety apparel needs that are required at various stages on the career ladder).

PERSONAL DRESS CAREER LADDER

1. Select two separate career goals that you think you will be interested in reaching in your future years.

2. Select the beginning job in each career, i.e., the beginning job that will enable you to reach your career goal.

3. Place one of the beginning jobs in the space at the bottom of the Career Ladder (figure 1, below) and the dress requirements for that job in the space directly across from that job in the Personal Dress Ladder (figure 2, below).

Job 6		→	
Job 5		→	
Job 4		→	
Job 3		→	
Job 2		→	
Job 1		→	

Career Ladder
(Figure 1)

Personal Dress Ladder
(Figure 2)

4. Place the other beginning job (from #2) in the Career Ladder (figure 3, below) and place the dress requirements for each job in the Personal Dress Ladder (figure 4, below).

Job 6		→	
Job 5		→	
Job 4		→	
Job 3		→	
Job 2		→	
Job 1		→	

Career Ladder
(Figure 3)

Personal Dress Ladder
(Figure 4)

Personal Dress Career Ladder (Continued)

5. If you had to make a decision on which career to follow based on the dress requirements in #3 and #4 on the previous page, which career would you select?

Why?

PROGRAM GOALS

- 4.2 (E) Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments
- 4.2 (G) Demonstrate the behaviors and attitudes required in your present work environment
- 4.2 (V) Demonstrate the behaviors and attitudes required in the work environment of a selected career

UNIT A - ATTITUDES, BEHAVIORS AND CIRCLES

Estimated Completion Time - 30 minutes

Activities

1. The instructor introduces Program Goal 4.2 by briefly discussing the importance of attitudes and behavior on the job.
2. The instructor divides the class into discussion/work groups of five and has each group select a chairman.
3. The instructor distributes the "List of Desirable Attitudes and Behaviors" (Form #1) to each student.
4. The instructor requests each group chairman to conduct a discussion with his/her group and compile a list of the 10 most desirable attitudes and behaviors that are important on the job and circle the 5 most desirable attitudes and behaviors that are important on the job.
5. Each group chairman records his/her group consensus of the 10 most desirable attitudes and behaviors on the chalkboard.
6. The group chairman circles the 5 most desirable attitudes and behaviors that his/her group feels are the most important on the job and explains the reasoning to the class (the chairman may call upon members of the group to assist in the explanation).
7. The instructor conducts the class discussion--getting the class members to contribute their view points.
8. The instructor concludes the activity by summarizing the lesson.

Program Goal 4.2 - Unit A
Form #1

LIST OF DESIRABLE ATTITUDES AND BEHAVIORS

- | | | |
|----------------------|----------------------|-------------------------|
| 1. Adaptability | 13. Even Disposition | 25. Orderliness |
| 2. Alertness | 14. Flexibility | 26. Patience |
| 3. Ambition | 15. Foresight | 27. Persistence |
| 4. Cheerfulness | 16. Friendliness | 28. Poise |
| 5. Consideration | 17. Good Judgment | 29. Punctuality |
| 6. Cooperation | 18. Honesty | 30. Self-Confidence |
| 7. Courtesy | 19. Industry | 31. Self-Control |
| 8. Dependability | 20. Initiative | 32. Sense of Humor |
| 9. Economical | 21. Interested | 33. Sincerity |
| 10. Effective Speech | 22. Loyalty | 34. Sociability |
| 11. Efficient | 23. Maturity | 35. Tact |
| 12. Enthusiasm | 24. Neatness | 36. Willingness to Work |

Circle 20 of the desirable attitudes and behaviors that you feel are most important on the job.

UNIT B - ATTITUDES, BEHAVIORS AND THE JOB INTERVIEW

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage by discussing the importance of "discovering and analyzing" attitudes and behaviors during a job interview.
2. The instructor divides the class into discussion/work groups of five and has each group select a chairman and a recorder.
3. The instructor distributes the "List of Desirable Attitudes and Behaviors" Form (Form #1) to each student.
4. The instructor informs the group that the recorder will assist the chairman by compiling the score for his/her group.
5. The instructor then asks the recorder to circle the 20 Attitudes and Behaviors they consider the most important ones they would look for in interviewing a job applicant.
6. The instructor then asks the recorder to draw a second circle around the ten Attitudes and Behaviors that his/her group considers the most important ones they would look for in interviewing a job applicant.
7. The instructor then asks the recorder to draw a third circle around the five Attitudes and Behaviors that his/her group considers the most important ones they would look for in interviewing a job applicant.
8. The chairman then leads his/her group in a discussion to identify techniques that could be used in interviewing the job applicant to "discover" these five most desirable Attitudes and Behaviors. These techniques should be listed by the recorder.
9. The instructor then asks each group chairman to record on the chalkboard (or report orally) the results of his group including the techniques used to "discover" the five most desirable Attitudes and Behaviors in the applicant during the interview.
10. The instructor concludes the activity with a class discussion and summary.

LIST OF DESIRABLE ATTITUDES AND BEHAVIORS

(To be used in interviewing a Job Applicant)

One: Circle 20

Two: Place a second circle around 10 of the 20

Three: Place a third circle around 5 of the 10

- | | | |
|----------------------|----------------------|---------------------|
| 1. Adaptability | 13. Even Disposition | 25. Orderliness |
| 2. Alertness | 14. Flexibility | 26. Patience |
| 3. Ambition | 15. Foresight | 27. Persistence |
| 4. Cheerfulness | 16. Friendliness | 28. Poise |
| 5. Consideration | 17. Good Judgment | 29. Punctuality |
| 6. Cooperation | 18. Honesty | 30. Self-Confidence |
| 7. Courtesy | 19. Industry | 31. Self-Control |
| 8. Dependability | 20. Initiative | 32. Sense of Humor |
| 9. Economical | 21. Interested | 33. Sincerity |
| 10. Effective Speech | 22. Loyalty | 34. Sociability |
| 11. Efficient | 23. Maturity | 35. Tact |
| 12. Enthusiasm | 24. Neatness | 36. Willingness |

List below the Techniques you would use to observe the Attitudes and Behaviors of the person being interviewed, i.e.; how did you decide on the "Top 5"?

UNIT C - ROLE PLAYING BEHAVIORS AND ATTITUDES

Estimated Completion Time - 30 minutes

Activities

1. The instructor reviews the Behaviors and Attitudes appropriate to a work environment.
2. The instructor divides the class into discussion/work groups of six and selects a chairman for each group.
3. The instructor distributes the List of Desirable Attitudes and Behaviors Form (Form #1) to each student.
4. The instructor asks each group to discuss the List of Desirable Attitudes and Behaviors and the importance of practicing them the job.
5. The instructor asks each group to select two members of the group to rehearse two "role playing" situations:
 - (1) How to demonstrate desirable Attitudes and Behaviors on the job (3 of each).
 - (2) How to demonstrate undesirable Attitudes and Behaviors on the job (3 of each).
6. At the appropriate time, the instructor should ask each group chairman to introduce his "role playing" members for performances.
7. After (or during) each performance, the instructor should ask the class to identify the desirable (or undesirable) Attitudes and Behavior performed.
8. Upon conclusion of the role playing activity, the instructor, through popular vote should award the "Oscars" to the best performers.
9. The instructor should conclude the activity with a summary.

SUGGESTED LIST OF DESIRABLE ATTITUDES AND BEHAVIORS
FOR SUCCESSFUL PERFORMANCE ON THE JOB

- | | | |
|----------------------|----------------------|-------------------------|
| 1. Adaptability | 13. Even Disposition | 25. Orderliness |
| 2. Alertness | 14. Flexibility | 26. Patience |
| 3. Ambition | 15. Foresight | 27. Persistence |
| 4. Cheerfulness | 16. Friendliness | 28. Poise |
| 5. Consideration | 17. Good Judgment | 29. Punctuality |
| 6. Cooperation | 18. Honesty | 30. Self-Confidence |
| 7. Courtesy | 19. Industry | 31. Self-Control |
| 8. Dependability | 20. Initiative | 32. Sense of Humor |
| 9. Economical | 21. Interested | 33. Sincerity |
| 10. Effective Speech | 22. Loyalty | 34. Sociability |
| 11. Efficient | 23. Maturity | 35. Tact |
| 12. Enthusiasm | 24. Neatness | 36. Willingness to Work |

UNIT D - SELF-EVALUATION OF ATTITUDES AND BEHAVIORS ON THE JOB

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this lesson by stating the purpose of the activity:

"A large percentage of dismissals from employment are due to personality clashes. Many people are not aware of the attitudes and behaviors that are necessary for success on the job, and also they are not aware of how they appear to others. This activity is planned to help you recognize the attitudes and behaviors necessary for success in your present job, and how you can improve your attitudes and behaviors on the job."

2. The instructor distributes the Personality Inventory Form (Attitudes and Behaviors) (Form #1) to each student.
3. The instructor requests each student to rate himself/herself on the Personality Inventory Form (Attitudes and Behaviors), using the scale 1 to 5.
4. The instructor requests each student to total his/her score.
5. The instructor requests each student to circle three traits on the Personality Inventory Form (1 - 20) where he/she can improve and at the bottom of the form indicate how he/she can improve these attitudes and behaviors on the job.
6. The instructor asks for volunteers to share their "circle answers" and their suggestions for "self-improvement" with the class.
7. The instructor summarizes the activity and concludes the lesson.

PERSONALITY INVENTORY FORM
(Attitudes And Behaviors)

The following are twenty traits that are important to "personality success" on the job--ability, brains, and skill are important--but the personality traits below will help you compete with others on the job. Please rate yourself on a scale of Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).

<u>TRAITS</u>	<u>SCALE 1-5</u>
1. Sociable: Smiles a great deal; gets along with people; has a keen sense of humor	_____
2. Courteous: Considerate of other people; gives extra service; says--please--thank you	_____
3. Speech is Effective: Expresses ideas clearly and convincingly; speaks distinctly	_____
4. Cooperative: Helps fellow workers and customers; is willing to assume responsibility; works for the organization	_____
5. Initiative: Makes best use of time; thinks up new ideas; makes suggestions for improvement	_____
6. Ambitious: Wants the business to succeed; wants to see others succeed; is a doer not a dreamer	_____
7. Tactful: Says the right thing at the right time; does not argue; makes the other fellow feel he is doing the right thing	_____
8. Enthusiastic: Is not afraid of hard work; likes people; does his/her job as if he owned the business	_____
9. Considerate: Makes an effort to see the other fellow's point of view; is always on the alert to help others	_____
10. Orderly: Systematizes his/her work; keeps things in their proper place; is a clean storekeeper	_____
11. Honest: Is held in highest confidence; takes responsibility for his/her own errors; avoids temptation	_____

Program Goal 4.2 - Unit D
Form #1 (Continued)

Personality Inventory Form (Continued)

TRAITS

SCALE 1-5

12. Dependable: Is always on the job; observes company policies and procedures; does what he/she is told to do _____
13. Self-Confidence: Believes he/she can and will succeed; does not know it all; never alibis _____
14. Loyal: Believes in the company for which he/she works; observes company policies _____
15. Intelligent: Knows what he/she is doing; makes an effort to learn new methods _____
16. Adaptable: Makes an adjustment easily; welcomes changes; judges new ideas on merit _____
17. Memory: Remembers and can associate names and faces; is able to retain essential facts _____
18. Economical: Saves time and effort by being efficient; watches use of supplies and equipment; saves money for his/her employer _____
19. Judgment: Bases judgment on fact; makes decisions on merit _____
20. Persistence and Patience: Does not lose patience easily; tries again and again; does not discourage easily _____

A Perfect Score is 100 - - - - - TOTAL SCORE _____

- I. Circle three attitudes and behaviors (above) where you think you can improve yourself
- II. List below the three attitudes and behaviors you have circled for improvement and how you plan to improve yourself on the job.

- (a) _____
- (b) _____
- (c) _____

UNIT E - BEHAVIORS AND ATTITUDES FOR SUCCESSFUL CAREERS
IN THE FUTURE

Estimated Completion Time - 30 minutes

Activities

1. The instructor informs the students that employees are generally evaluated in two areas: personal characteristics and job skills. The purpose of this activity is to enable each student to project himself/herself into the future and identify the personal characteristics that will be important to his/her success in a future career.
2. The instructor distributes the Personality and Future Career Success Form (Form #1) to each student.
3. The instructor requests each student to rank the behavior and attitudes traits from 1 to 20 in the order of importance that he/she feels will help determine success in his/her future career (8 minutes).
4. The instructor requests "volunteers" to share with the class his/her career goal and 5 or 10 (#1-5 or #1-10) in order of importance of the attitudes and behavior traits selected.
5. The instructor/class can discuss these reports.
6. The instructor requests "volunteers" to share with the class his/her career goal and 5 or 10 in order of least importance (#11-15 or #11-20) of the attitudes and behavior traits selected.
7. The instructor/class can discuss these reports.
8. The instructor summarizes the activity and concludes the lesson.

My Future Career Goal is _____

PERSONALITY TRAITS IMPORTANT TO SUCCESS IN MY FUTURE CAREER

Rank in order of importance from 1 (high) to 20 (low)

BEHAVIOR OR ATTITUDE

ORDER OF IMPORTANCE

Alertness	_____
Cheerfulness	_____
Cooperation	_____
Courtesy	_____
Dependability	_____
Enthusiasm	_____
Honesty	_____
Industry	_____
Initiative	_____
Interest in the Customer	_____
Loyalty	_____
Retain Facts	_____
Orderliness	_____
Patience	_____
Cleanliness	_____
Poise	_____
Sense of Humor	_____
Sincerity	_____
Speak Effectively	_____
Tact and Diplomacy	_____

PROGRAM GOALS

4.3 (E) Differentiate between various consumer publics and kinds of services they require

4.3 (G) Identify the needs of the publics served in your present assignment

4.3 (V) Identify the needs of the publics served in the work environment of a selected career

UNIT A - CUSTOMER EXPECTATIONS

Estimated Completion Time - 20 minutes

Activities

1. The instructor commences the class with the following introduction:

"The purpose of this activity is to help you identify public expectations. Whenever you buy anything, or service, you expect to be treated with some courtesy and to be given information about the product or service you are buying. You expect consistent quality in merchandise sold, and you look for prompt, speedy service. Each business and every public agency is expected, by its public (its customers), to meet certain standards. Our task today is to identify what the customer expects."

2. The instructor selects a student to write the following categories on the chalkboard:

Customer Expectations
from

Merchandise Purchased

Services Purchased

3. The instructor follows the introduction (and selection of student recorder) with a class discussion and asks members of the class to identify customer expectations in the categories Merchandise purchased and Services purchased which the recorder will record on the chalkboard (Note: See Resource Material for Instructor, following page, for suggestions).
4. The instructor will conclude the lesson with a class discussion and summarization.

Program Goal 4.3 - Unit A
Resource Material for Instructor

CUSTOMER EXPECTATIONS
for

MERCHANDISE PURCHASED

good condition

no scratches

right color

no broken parts

operates (runs good)

guaranteed

right size

payment plan

SERVICES PURCHASED

courtesy

information

politeness

interest

sincerity

honesty

delivery on time

repair

UNIT B - CUSTOMER CHALLENGES AND SOLUTIONS

Estimated Completion Time - 30 minutes

Activities

1. The instructor commences the class with the following introduction:
The public you serve will have a variety of different personalities. Your challenge will be to adjust to these different personalities (challenges) and remember "don't lose the customer or the sale or your job"--"the customer you lose might be your last."
2. The instructor divides the class into discussion/work groups of five and selects a chairman for each group.
3. The instructor asks the groups to prepare two charade skits--each skit will have two characters (a customer and an employee). The participants have their choice of being (a) an "impossible" customer and a "great" employee, (b) an "impossible" employee and "great" customer, (c) any combination of (a) and (b).
4. After a reasonable time for preparation of the skits, the instructor requests the group chairman to introduce his/her skits.
5. Upon the completion of each skit the instructor may want to call on class members to identify some of the "good and bad" attitudes and behaviors performed by the students in the skit.

The instructor could also ask class members for suggestions of how he/she would have "handled the situation," i.e.: the impossible customer or the impossible employee.

6. Upon conclusion of the class discussion the instructor summarizes the activity and concludes the lesson.

UNIT C - HOW TO MEET THE CHALLENGES OF CUSTOMER
ATTITUDES AND BEHAVIORS

Estimated Completion Time - 30 minutes

Activities

1. The instructor introduces the lesson by informing the class that this activity is designed to assist the students in identifying negative attitudes and behaviors in the consumer public that they will serve at their job locations and how to meet these challenges.
2. The instructor divides the class into discussion/work groups of five and selects a chairman for each group.
3. The instructor distributes the Attitudes and Behaviors Characteristics of Challenging Customers Form (Form #1) to the students.
4. The instructor asks the chairman in each group to compile a report from his group with no more than three word "Employee Responses" to the "Customer Challenges." (These answers can be an "employee action answer" or an "employee verbal answer").
5. The group chairman then present their answers in a panel presentation-- each member of the panel gives his/her answer to item #1, then item #2, etc. This method of presentation will provide for class reaction and discussion.
6. The instructor summarizes the activity and concludes the lesson.

ATTITUDES AND BEHAVIORS CHARACTERISTIC OF "CHALLENGING" CUSTOMERS

CUSTOMER CHALLENGES

EMPLOYEE RESPONSES

1. Angry
2. Impatient
3. Demanding
4. Suspicious
5. Complaining
6. Thrift-conscious
7. Ill-informed
8. Desirous of Speed
9. Close-minded
10. Desirous of Efficiency
11. Negative Attitude

Program Goal 4.3 - Unit C
Resource Material for the Instructor

ATTITUDES AND BEHAVIORS CHARACTERISTIC OF CHALLENGING CUSTOMERS

CUSTOMER CHALLENGES

EMPLOYEE RESPONSES

1. Angry	"Play it cool"
2. Impatient	Patience
3. Demanding	Tolerant
4. Suspicious	Attentive
5. Complaining	Listen
6. Thrift-conscious	Quality items
7. Ill-informed	Listen and Inform
8. Desirous of Speed	"Hustle"
9. Close-minded	Information
10. Desirous of Efficiency	Alertness
11. Negative Attitude	Genuine
12. Dishonest	Honest

UNIT D - IDENTIFYING PUBLIC EXPECTATIONS

Estimated Completion Time - 30 minutes

Activities

1. The instructor informs the class that this activity is designed to:
"help the students identify public expectations at their present work experience education job station. Each business and every public agency is expected, by its public (customers), to meet certain standards. Whenever you buy anything, or service, you expect to be treated with some courtesy and given information about what you are buying. You expect consistent quality in merchandise sold and you look for prompt speedy service. The challenge is to identify what the customer expects from you.
2. The instructor distributes the Consumer Expectations Form (Form #1) to each student.
3. The instructor asks each student to place a check in the "Easy to Meet" column or "Difficult to Meet" column and circle the five items they look for in an employee when they are a consumer.
4. The instructor selects a student to record the class vote on the chalkboard before he/she commences the next activity.
5. The instructor then asks the students to raise their hands (as he reads the list) to determine the items that they think are the most important as consumers. Students should raise their hands and vote for only the items they circled.
6. The instructor conducts class discussion.
7. The instructor summarizes the activity and concludes the lesson.

T

CONSUMER EXPECTATIONS		
	Easy to Meet	Difficult to Meet
1. Be courteous		
2. Behave in a business-like way		
3. Avoid out-of-place humor		
4. Become well informed about the job		
5. Smile easily and frequently		
6. Be accurate; try not to make mistakes		
7. Try to perform the task with speed and accuracy		
8. Give the consumer your first consideration and attention		
9. Try to understand the other side of the problem or argument		
10. Know when to keep silent		
11. Do not laugh at customer mistakes		
12. Do not belittle the customer		
13. Be tactful so you won't offend the customer		
14. Be truthful		
15. Use self-control		
16. Use a well modulated voice		
17. Desire to please the customer		
18. Take time out to find the customer's needs		
19. Treat the customer as an important individual		
20. Be clean and neat in appearance and habit		

UNIT E - PUBLIC NEEDS TOMORROW AND TODAY

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this activity by commenting on:
 - (a) the public (customers) have expectations of services that are to be provided by employees, i.e., information, cooperation, dependability, honesty, sincerity, patience, etc.
 - (b) different work environments or careers can provide different public (customer) expectations.
 - (c) the public can be challenging by displaying negative attitudes and behavior, too i.e., angry, demanding, suspicious, impolite, etc.
2. The instructor distributes the Needs of My Public (Customers) in My Future Career Form (Form #1) to each student.
3. The instructor discusses the form distributed in #2 above and:
 - (a) encourages the students to write in a future career goal in the space provided and
 - (b) draws the students attention to the fact that items #1 and #2 in the form are examples of types of answers that could be filled in the spaces (3-12) that follow.
4. The instructor asks for volunteers to orally report:
 - (a) the student future career goal
 - (b) the public needs (expectations) in his/her future career goal
 - (c) the student needs to meet the public need
 - (d) the student present Work Experience Education job
 - (e) how do these public needs (of tomorrow) differ from the public needs on his/her job today
5. The instructor leads class discussion.
6. The instructor summarizes the activity and concludes the lesson.

Program Goal 4.3 - Unit E
Form #1

My Future Career Goal is _____

Needs of My Public (Customers) in My Future Career	How I will Meet the Needs of My Public (Customers)
1. Knowledge	1. Well informed
2. Performance	2. Develop skills
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____

My Present Work Experience Education Job is _____

Place a circle around each need that is different than a public need
that you meet in your present work experience education job.

PROGRAM GOALS

4.4 (E) Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments

4.4 (G) Meet the needs of the publics served in your present work assignment

4.4 (V) Meet the needs of the publics served in the work environment of a selected career

UNIT A - RATE YOURSELF

Estimated Completion Time - 30 minutes

Activities

1. The instructor provides the background for this activity by informing the class that this activity is designed to help the students understand that some public expectations (needs) are easily met, whereas others are difficult to meet. The challenge is in meeting the individuality of the public. An understanding of what the customer expects of you will assist you in meeting these public expectations.
2. The instructor distributes the Public (Customer) Evaluation of the Employee (you) Form (Form #1) to each student.
3. The instructor requests each student to place checks in the column that fits him/her best.
4. The instructor asks for "volunteers" to report to the class on:
 - (a) 3 items that he/she feels are the most important
 - (b) and why
5. Instructor summarizes and concludes the lesson.

PUBLIC (CUSTOMER) EVALUATION OF THE EMPLOYEE (YOU)			
Attitudes and Behaviors	Always	Sometimes	Never
The employee (that's Me): (Check)			
1. Is courteous			
2. Uses tact			
3. Has a well modulated voice			
4. Practices self-control			
5. Is enthusiastic			
6. Desires to please			
7. Has a sense of humor			
8. Makes helpful suggestions			
9. Shows initiative			
10. Enjoys busy time with customers			
11. Takes time to find out customer's needs			
12. Is thorough in dealing with customer			
13. Is speedy in waiting upon customer			
14. Sees customer as important			
15. Can admit to an error			
16. When needed, will stay on to help			
17. Is conscious about neatness and cleanliness in work area			
18. Anticipates problems and tries to solve them			
19. Attends to details			

UNIT B - MY EMPLOYER EVALUATES MY ABILITY
TO MEET THE PUBLIC (CUSTOMER) NEEDS

Estimated Completion Time - 30 minutes

Activities

1. The instructor motivates the class for this activity by making the students aware of the fact that as an employee they have the responsibility of meeting the needs of the public (customer) served. The employer will judge the value of the employee by his/her ability to meet the needs of the public.
2. The instructor distributes the Employer's Evaluation of the Employee (Me) Form (Form #1) to each student.
3. The instructor requests each student to rate himself/herself in the Employer's Evaluation of the Employee (Me) Form and prepare a pantomime or charade of one item in each category (Personal Traits, Abilities and Techniques) of the unsatisfactory way and excellent way to perform on the job.
4. The instructor selects volunteers to "stump the class" with a charade or pantomime.
 - (a) The instructor whispers the category (Personal Traits, Abilities or Techniques) and particular item under the category to the volunteer.
 - (b) On the signal go--the instructor announces the category to the class and the volunteer pantomimes or charades the unsatisfactory way or excellent way to perform the item on the job.
 - (c) The instructor (or time keeper) times the performance and the members of the class must identify the item.
 - (d) Elapsed time is recorded on a scoresheet with the name of the (1) performer, (2) the analyst (guesser).
 - (e) The "stump the class" game is repeated with new volunteers and new categories and items--until the game is declared over.
5. The instructor announces three winners:
 - (a) the best actor/actress (based on elapsed time)
 - (b) the fastest analyst (based on elapsed time)
 - (c) the best analyst (based on most correct answers)
6. Instructor summarizes and concludes activity.

EMPLOYER'S EVALUATION OF EMPLOYEE (ME)

Please check the following traits as (0) Unsatisfactory, (1) Poor, (2) Average, (3) Good, (4) Very Good, and (5) Excellent.

PERSONAL TRAITS	0	1	2	3	4	5
Grooming						
Appropriate Dress						
Personal Hygiene						
Speech						
Interest in work						
Cooperation						
Conduct						
Initiative						
Adaptability						
Ambition						
Tact						
Leadership						

ABILITIES	0	1	2	3	4	5
Follows directions						
Takes criticism						
Understands instructions						
Attends to details						
Keeps on the job						
Punctuality						
Regularity						

Program Goal 4.4 - Unit B
Form #1 (Continued)

Employer's Evaluation of Employee (Me)

TECHNIQUES	0	1	2	3	4	5
Use of phone						
Meeting people						
Efficient use of time						
Use of sources of information						
Use of supplies						

UNIT C - TO BE OR NOT TO BE--SUCCESSFUL ON THE JOB

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this activity by informing the class that the purpose of this activity is to have the students take a look at their own performance on the job and determine together the "do's and dont's" for success on the job.
2. The instructor divides the class into discussion/work groups of five and has each group select a chairman and a recorder.
3. The instructor reads the instructions from Unit C - Form #1 and reminds the students that after the forms are distributed that:
 - (a) the chairman coordinates his/her group
 - (b) the recorder writes the answers for his/her group
 - (c) all groups will begin at the same time on the signal "Go"
 - (d) the activity will last 7 minutes
 - (e) all groups will stop at the same time on the signal "Stop"
 - (f) the group will receive 1 point for each To Be or Not To Be, the group with the most points wins and reads their answers first
 - (g) the chairman of the group will read the answers
 - (h) the other groups can challenge the answers if they desire to do so. If their challenge is allowed their group adds 1 point and the challenged loses or deducts 2 points. The instructor is the judge and awards or penalizes team points. The team with the most points wins the contest.
4. The instructor distributes the To Be or Not To Be--Successful on the Job form (Form #1) to each student.
5. The instructor follows through as described to the class in #3 above.
6. The scores for each group are computed and the winning team is announced.
7. Class discussion.
8. The instructor summarizes and concludes the lesson.

"TO BE OR NOT TO BE--SUCCESSFUL ON THE JOB"

List below the things you should do on the job to be successful and the things you should not do on the job.

(Do not use more than three words in an answer)

HOW TO BE SUCCESSFUL ON THE JOB

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

HOW NOT TO BE SUCCESSFUL ON THE JOB

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

UNIT D - MEETING THE PUBLIC (CUSTOMER)
EXPECTATIONS AND NEEDS IN MY PRESENT JOB

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage by informing the students that one of their biggest challenges is going to be not only to identify the needs of the public (customer) but to meet these needs and expectations.
2. The instructor distributes the "How I Meet My Customer's Expectations and Needs" Form (Form #1) to each student.
3. The instructor requests each student to complete:
 - (a) the lists under Customer Expectations and Needs and My Solution (remember this pertains to each student on his present job)
 - (b) Part A, "If I Cannot Meet My Customer's Expectations and Needs, I do the Following:".
4. The instructor requests a random number of students to report orally:
 - (a) state their present Work Experience-Education assignment
 - (b) customer expectations and needs and how he/she meets these needs
 - (c) what he/she does if he/she cannot meet the customer expectations and needs
5. The instructor should encourage class discussions and suggestions--and draw upon student personal experiences for meeting the needs of customers.
6. The instructor summarizes the activity and concludes the lesson.

My Present Work Experience Education Assignment (Job) is:

HOW I MEET MY CUSTOMER'S EXPECTATIONS AND NEEDS

CUSTOMER EXPECTATIONS AND NEEDS

MY SOLUTION

- | <u>CUSTOMER EXPECTATIONS AND NEEDS</u> | <u>MY SOLUTION</u> |
|--|--------------------|
| 1. Courtesy | Good manners |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |
| 14. _____ | _____ |
| 15. _____ | _____ |

A. If I cannot meet my customer's expectations or needs, I do the following:

UNIT E - MEETING THE PUBLIC EXPECTATIONS AND NEEDS
IN MY FUTURE CAREER

Estimated Completion Time - 30 minutes

Activities

1. The instructor sets the stage for this activity by informing the students that meeting the public expectations and needs in their work experience education station now and meeting the public expectations and needs in their future career station can differ. The purpose of this activity is to identify a future career station and predict the individual needs that will be required to meet the public expectations and needs.
2. The instructor distributes the "My Individual Needs to Meet the Expectations of My Public at My Future Career Station" form (Form #1) to each student.
3. The instructor asks each to check his/her form and be prepared to report orally to the class his/her:
 - (a) future career goal
 - (b) four highest traits in each category
 - Personal Traits
 - Abilities
 - Skill Performance
 - Business Techniques
 - (c) reasons for selecting the traits
4. When the students have checked their forms and are prepared to respond (10 minutes) the instructor asks for volunteers to report to the class (as outlined in #3 above.)
5. The instructor encourages class reactions and discussion.
6. The instructor summarizes and concludes the lesson.

My future Career Goal _____

MY INDIVIDUAL NEEDS TO MEET THE EXPECTATIONS OF MY PUBLIC
AT MY FUTURE CAREER LOCATION

Check your individual needs below in order of importance: 1 (high), 2 (medium), and 3 (low) to meet the expectations of your public in your future career.

PERSONAL TRAITS	1	2	3
Grooming			
Appropriate Dress			
Personal Hygiene			
Speech			
Interest in Work			
Cooperation			
Conduct			
Initiative			
Adaptability			
Ambition			
Tact			
Leadership			

ABILITIES	1	2	3
Follows Directions			
Takes Criticism			
Understands Instructions,			
Attends to Details			
Keeps on the Job			
Punctuality			
Regularity			

Program Goal 4.4 - Unit E
Form #1 (Continued)

SKILL PERFORMANCE	1	2	3
Typing			
Shorthand			
Filing			
Grammar			
Mathematics			
Spelling			
Punctuation			
Capitalization			
Craftsmanship			
Mechanical Ability			
Speaking Ability			

BUSINESS TECHNIQUES	1	2	3
Use of Phone			
Office Housekeeping			
Meeting People			
Use of Supplies			
Efficient Use of Time			

CHAPTER V

THE GOAL OF APPLICATION

GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES
AND RESPONSIBILITIES IN THE WORLD OF WORK

PROGRAM GOALS

5.1 (E) Demonstrate knowledge of employment procedures
and practices required for job placement

5.1 (G and V) Apply knowledge of employment procedures
and practices required for job placement

UNIT A - "JOB-O-GRAPH" ANALYSIS

Estimated Completion Time - 35 minutes

Activities

1. Duplicate sufficient quantities of the "Job-O-Graph" Form (Form #1) so that each student will have one copy.
2. Hand out the "Job-O-Graph" form to each student in class and explain the meaning, or agree upon definition, of the five classes of workers.

Example: Professional--doctor, dentist, teacher, etc.
Exceptional talent and ability--governor, mayor,
labor leader, corporate president, movie star,
concert pianist, etc.

3. The students, either individually or in small groups, will complete the "Job-O-Graph" form. The rating given each category is a generalization and is rated on a scale of 1 through 5. See example of "The Importance of Age"--1 is "most likely" while 5 is "least important."
4. Make an overhead for your projector or reproduce Form #2 (Key) on the board while the students are doing the "Job-O-Graph." After time is up place the answers on the board or show the overhead. The answers are the result of research and should lead to comment on the answers and group discussion of various occupations. Example: What are some exceptions to the chart? Answer: Some skilled workers (plumbers) earn more than professionals (teachers).

INSTRUCTIONS: On a scale of ONE (Least) through FIVE (Most) rate the importance of the characteristics of employment for the five classes of workers. "The Importance of Age," has been rated as an example. Reasons for the rating are that low skilled jobs are filled by any age group while skilled professionals require much preparation and relate to older people.

EMPLOYMENT CHARACTERISTICS

CLASSES OF WORKERS	The Importance of Age	Level of Earnings	Degree of Natural Ability	Education	Level of Responsibility	Mobility (movement from level to level)	Degree of Level Stability	Importance of Job	Amount of Good Grooming	Benefit of Physical Exports	Use of Science of Training Programs	List two examples of jobs within each class of workers
UNSKILLED	1											1. _____ 2. _____
SEMISKILLED	2											1. _____ 2. _____
SKILLED	4											1. _____ 2. _____
PROFESSIONAL	5											1. _____ 2. _____
EXCEPTIONAL TALENT OR ABILITY	3											1. _____ 2. _____

INSTRUCTIONS: On a scale of ONE (Least) through FIVE (Most) rate the importance of the characteristics of employment for the five classes of workers. "The Importance of Age," has been rated as an example. Reasons for the rating are that low skilled jobs are filled by any age group while skilled professionals require much preparation and relate to older people.

EMPLOYMENT CHARACTERISTICS

CLASSES OF WORKERS	EMPLOYMENT CHARACTERISTICS										List two examples of jobs within each class of workers
	The Importance of Age	Level of Earnings	Degree of Natural Ability	Education	Responsibility	Mobility (movement from level to level)	Stability of Job	Importance of Grooming of Good	Amount of Fringe Benefits	Physical Strength	Use of Vocational Training Programs
UNSKILLED	1	1	1	1	1	1	1	1	5	3	1. 2.
SEMISKILLED	2	2	2	2	2	2	2	2	4	4	1. 2.
SKILLED	4	3	4	3	3	3	3	5	3	5	1. 2.
PROFESSIONAL	5	4	5	5	4	5	5	4	2	2	1. 2.
EXCEPTIONAL TALENT OR ABILITY	3	5	3	4	5	4	4	3	1	1	1. 2.

UNIT B - DIRECTIVE AND NON-DIRECTIVE INTERVIEWING

A DISCUSSION

Estimated Completion Time - 35 minutes

Activities

1. This activity is designed to aid the student in the preparation for a job interview. A knowledge of the types of questions asked and perhaps some of the actual questions will enable the student to be more knowledgeable and more comfortable during his interview experience.
2. Through discussion, the class will formulate definitions of directive interview and non-directive interview. The teacher will write the definitions on the board so that the students may refer to them during the remainder of this activity.

Possible Definitions

Directive: Interviewer wants specific answers to specific questions

Non-Directive: Interviewer wants applicant to talk about himself and his interests

3. The class will be divided into three groups, with each selecting a secretary to record its interview questions.

Each group will be assigned an "imaginary" applicant by the teacher. Each group will write five (5) directive interview questions and five (5) non-directive questions for that applicant.

Possible Applicants

- | | |
|---------------------------------|---------------------------------|
| (a) management trainee | (d) teacher's helper for second |
| (b) gas station attendant | - grade |
| (c) salesgirl in clothing store | (e) bookkeeper |
| | (f) boxboy at large market |

4. During this last remaining segment of the activity, the class, as a whole, will discuss the types of questions that they would ask. They should notice that the non-directive questions were similar regardless of the applicant while the directive questions were diverse. The class should also discuss the types of interviews and interview questions that they have encountered.

UNIT C - "WHERE THE JOBS ARE?"

RANKING THE JOB OPPORTUNITIES FOR THE DECADE OF THE 70's

Estimated Completion Time - 45 minutes

Activities

1. Prepare a copy of "Where the Jobs Are? Job-Ranking Work Sheet" (Form #1) for each student. Divide the class into as many groups (suggest three or four) as you may desire and ask them to rank the job, or career opportunities, with one (1) as the most likely major supplier of jobs and sixteen (16) as the least.

It may be necessary to answer questions about what types of jobs are included in the categories. For this purpose, the U. S. Department of Labor report is included for the teacher's use and as an aid in the following discussion.
2. Have the groups prepare one report from each group on the ranking their discussion produced. There may be some noise and controversy during this session because of disagreement. That is to be expected! But a major goal is to get students to work together in preparation for the work world.
3. Tape a blank copy of the ranking sheet to the board and have each group report its findings. Take note of the agreements and disagreements from each reporting. Now, based upon the Labor report, use the key provided (marked "KEY") to indicate the relationship, or lack of it.
4. If time permits the teacher may use numbers of jobs the Labor Report lists and discuss with the class. Students are frequently amazed at the results and many find that there are millions of jobs for non-college and vocational students going into the world of work. This is a point that should be worked into the discussion. REMEMBER, not all of them make it through college!

The application of this knowledge should help students to prepare for jobs that will exist and to seek exploratory full or part-time work in those areas. This process is especially important to low ability people. If time permits, Form #2 is provided and may be used individually or to get class responses. You may wish to continue this vital issue (their careers) by having each take a copy of Form #2 and discuss their responses.

WHERE THE JOBS ARE?

Job-Ranking Work Sheet

Major categories of Career Opportunities for the 1970's.

Each of us realizes that we must seek a job where the jobs are likely to be found. We also know that the competition in some job categories is likely to be more intense than in others. To help us make this major decision about our preparation for a career, the U. S. Department of Labor has issued a report that tells us what categories of careers are going to need people like yourselves during the next ten years.

The following is a list of major categories of job opportunities (careers) as they appear in the Labor Department report. Please list in a ranking order based upon the number of job opportunities per year for the next 10 years. (One indicates the most persons needed while 16 indicates the least.)

Your Ranking By Number

- | | |
|-------------------------------|-------|
| 1. Clergymen (all) | _____ |
| 2. Engineers | _____ |
| 3. Health Services (licensed) | _____ |
| 4. Mechanics & Repairmen | _____ |
| 5. Crafts (skilled) | _____ |
| 6. Natural Sciences | _____ |
| 7. Life Sciences | _____ |
| 8. Physical Sciences | _____ |
| 9. Social Sciences | _____ |
| 10. Laborers | _____ |
| 11. Writers (all) | _____ |
| 12. Teaching (all) | _____ |
| 13. Performing Artists | _____ |
| 14. Farm Workers | _____ |
| 15. Building Trades | _____ |
| 16. Business (total) | _____ |

WHERE THE JOBS ARE?

Job-Ranking Work Sheet

Major categories of Career Opportunities for the 1970's.

Each of us realizes that we must seek a job where the jobs are likely to be found. We also know that the competition in some job categories is likely to be more intense than in others. To help us make this major decision about our preparation for a career, the U. S. Department of Labor has issued a report that tells us what categories of careers are going to need people like yourselves during the next ten years.

The following is a list of major categories of job opportunities (careers) as they appear in the Labor Department report. Please list in a ranking order based upon the number of job opportunities per year for the next 10 years. (One indicates the most persons needed while 16 indicates the least.)

	<u>Your Ranking By Number</u>	
1. Clergymen (all)	<u>12</u>	(14,100)
2. Engineers	<u>7</u>	(44,000)
3. Health Services (licensed)	<u>3</u>	(144,200)
4. Mechanics & Repairmen	<u>5</u>	(90,050)
5. Crafts (skilled)	<u>6</u>	(87,475)
6. Natural Sciences	<u>16</u>	(1,800)
7. Life Sciences	<u>11</u>	(15,900)
8. Physical Sciences	<u>10</u>	(17,500)
9. Social Sciences	<u>14</u>	(4,800)
10. Laborers	<u>8</u>	(30,575)
11. Writers (all)	<u>15</u>	(3,100)
12. Teaching (all)	<u>2</u>	(217,000)
13. Performing Artists	<u>13</u>	(14,000)
14. Farm Workers	<u>9</u>	(25,000)
15. Building Trades	<u>4</u>	(130,000)
16. Business (total)	<u>1</u>	(1,004,100)

YOUR CAREER PREPARATION

Here are three columns, each should be headed by your career choices. Under each career choice would you list course work that you have taken or should take that would most likely help you achieve that goal. After you have done this could you answer, very briefly, the five questions with additional comments.

COLUMN I

COLUMN II

COLUMN III

1. As a result of the discussions, did you change your mind?
2. Will your conclusions change your educational preparation? In what ways?
3. Have you now, or will you get some work experience in the selection of vocations to help you make up your mind?
4. What does your school offer that will be a direct benefit to your career goals?
5. What do you think your school could do to help you in your preparation?

COMMENTS:

WHERE THE JOBS WILL BE IN THE '70s

From Survey by U. S. Department of Labor

as published in U. S. News & World Report, Sept. 6, 1971

People who are thinking about choosing or changing careers in the next few years will find timely and useful information in a report just issued by the Labor Department.

The 80-page booklet was put together mainly as a guide for companies, professional organizations, government planners and others involved in manpower-training programs for the 1970s.

But it gives a vast amount of detail on where jobs and job opportunities are likely to be. Parents who are trying to advise children on job prospects, for example, will find the report helpful.

SHORTAGES AND GLUTS. Among other things, the report, called "Occupational Manpower and Training Needs," estimates how many persons are being trained for key occupations--and whether there will be an excess or shortage of trained personnel in years ahead.

Also given are estimates on the number of workers who probably will be needed in 232 specific occupations by the year 1980.

For each position, there is a forecast of the annual average number of job openings in the '70s--as shown in the accompanying table.

Some of the survey's findings:

* An oversupply of graduates is expected for teaching posts in elementary and secondary schools, based on current trends. About 4.1 million applicants could be available over the period--for some 2.4 million job openings.

* If medical schools are to keep up with the need for more physicians, the annual graduation classes must be more than doubled. The survey estimates that an average of about 20,000 additional doctors a year will be needed for the 1968-80 period. Around 8,000 are being trained yearly, it was reported. Approximately 2,000 immigrant doctors begin practice in the U. S. each year.

* An expected expansion of 2,300 jobs per year for architects is seen. The survey reports that architectural degrees granted will need to rise about 27 percent over the 1969 level, but sees indications that this goal is being met.

* Training courses for auto mechanics will need to be enlarged to step up the number of graduates, the survey indicates. With annual openings for 17,300 mechanics estimated, existing programs trained some 12,000 in 1969.

* Law schools should be turning out about 20 percent more lawyers each year than they did in 1968, to match 1980 requirements of 335,000. Because some graduates actually do not enter the profession, the study finds that about 20,000 law-school graduates per year are needed to meet the yearly requirement of 14,500 new lawyers. A belief is stated that this output need probably is being met.

Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Business Administration
and Management

Accountants	500,000	33,000
Advertising workers	140,000	5,700
Marketing-research workers	20,000	2,700
Personnel workers	110,000	6,900
Public-relations workers	100,000	8,800
Bank Officers	125,000	9,900
Railroad conductors	38,000	2,500
Industrial-traffic managers	15,000	500
Hotel managers, assistants	150,000	9,500
Purchasing agents	140,000	6,700
Programmers	175,000	23,000
Systems analysts	15,000	27,000
		136,200

Business Administration Sales

Insurance agents, brokers	410,000	16,200
Manufacturer's salesman	500,000	32,000
Real estate salesmen, brokers	225,000	14,200
Retail-trade salesworkers	2,800,000	150,000
Auto-parts countermen	65,000	2,500
Auto salesmen	120,000	4,400
Auto-service advisors	10,000	300
Securities salesmen	135,000	7,400
Wholesale-trade salesworkers	530,000	25,200
		252,200

Business Clerical

Bank clerks	400,000	29,500
Bank tellers	230,000	20,000
Bookkeeping workers	1,200,000	78,000
Cashiers	730,000	69,000
Railroad clerks	93,000	2,000
Computer operators	175,000	20,400
Hotel clerks	50,000	3,200
Library technicians	70,000	9,000
Office machine operators	325,000	25,000
Postal clerks	290,000	14,600
Receptionists	240,000	30,000
Shipping clerks	370,000	12,400

(continued)

Latest Employment
(1968 Estimate)

Annual Average
of Job
Openings in 1970s

Business Clerical - continued

Stenographers and secretaries	2,650,000	237,000
Air-traffic agents, clerks.	37,500	2,600
Typists	700,000	<u>63,000</u>
		615,700

Other Clerical

Mail carriers	246,000	12,200
Railroad station agents	10,900	*(225)
Railroad telegraphers, telephoners, towermen.	13,200	100
Telephone operators	400,000	<u>28,000</u>
		40,075

Clergymen

Protestant clergymen.	244,000	11,000
Rabbis.	6,000	300
Roman Catholic priests.	62,000	<u>2,800</u>
		14,100

Conservation

Foresters	25,000	1,000
Forestry aides.	13,000	900
Range managers.	4,000	<u>200</u>
		2,100

Counseling

Employment counselors	5,300	700
Rehabilitation counselors	12,000	1,050
School counselors	54,000	<u>3,800</u>
		5,550

Engineers

Aerospace	65,000	1,400
Agricultural.	12,000	400
Ceramic	10,000	400
Chemical.	50,000	1,600
Civil	180,000	<u>11,500</u>

*Net loss in number of jobs.

(continued)

	Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Engineers - continued

Electrical.	230,000	12,500
Industrial.	120,000	7,200
Mechanical.	215,000	8,600
Metallurgical	6,000	300
Mining.	5,000	100
		<u>440,000</u>

Health Service

Physicians.	295,000	20,000
Osteopaths.	12,000	800
Dentists.	100,000	4,900
Dental hygienists	16,000	2,400
Dental technicians.	27,000	2,100
Registered nurses	660,000	65,000
Optometrists.	17,000	800
Pharmacists	121,000	4,400
Podiatrists	8,500	200
Chiropractors	16,000	900
Occupational therapists.	7,000	1,500
Physical therapists	14,000	2,800
Speech pathologists	18,000	2,300
Medical-lab workers	100,000	12,800
X-ray technologists	75,000	7,300
Medical librarians.	12,000	1,400
Dietitians.	30,000	2,700
Hospital administrators	15,000	900
Sanitarians	10,000	600
Veterinarians	24,000	1,400
Dental assistants	100,000	9,000
		<u>144,200</u>

Mathematics

Mathematicians.	65,000	8,400
Statisticians	23,000	1,600
Actuaries	4,000	300
		<u>10,300</u>

	Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Natural Sciences

Geologists.	22,800	800
Geophysicists	6,800	300
Meteorologists	4,000	200
Oceanographers.	5,200	<u>500</u>
		1,800

Life Sciences

Life scientists	170,000	15,200
Biochemists	11,000	<u>700</u>
		15,900

Physical Sciences

Chemists.	130,000	12,800
Physicists.	45,000	4,600
Astronomers	1,400	<u>100</u>
		17,500

Performing Artists

Actors, actresses	14,000	900
Dancers	23,000	1,400
Musicians, music teachers	166,000	8,600
Singers, singing teachers	60,000	<u>3,100</u>
		14,000

Social Sciences

Anthropologists	3,000	200
Economists	31,000	2,200
Geographers	3,900	200
Historians.	14,000	800
Political scientists.	11,400	800
Sociologists.	10,000	<u>600</u>
		4,800

Teachers

College teachers.	286,000	17,000
Elementary-school teachers.	1,230,000	99,000
Secondary-school teachers	940,000	<u>101,000</u>
		217,000

	Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
<u>Technicians</u>		
Draftsmen	295,000	15,300
Engineering-science workers	620,000	<u>31,000</u>
		46,300

Writers

Newspaper reporters	37,000	1,800
Technical writers	30,000	<u>1,300</u>
		3,100

Other Professions

Airline dispatchers	1,200	50
Air-traffic controllers	14,600	425
Architects	34,000	2,300
Broadcast technicians	20,000	400
College placement officers	2,500	200
Commercial artists	50,000	1,900
Flight engineers	7,500	225
Ground radio operators, teletypists	8,200	225
Home economists	100,000	7,800
Interior decorators	15,000	700
Landscape architects	8,500	500
Lawyers	270,000	14,500
Librarians	106,000	8,200
Models	50,000	1,700
Photographers	60,000	2,200
Pilots	52,000	1,800
Psychologists	175,000	23,000
Radio, TV announcers	14,000	600
Recreation workers	40,000	4,100
Social workers	160,000	16,700
Surveyors	45,000	2,600
Urban planners	7,000	<u>800</u>
		90,925

Services

Barbers	210,000	12,800
Hotel bellmen	30,000	1,100
Building custodians	1,100,000	80,000
Cooks, chefs	670,000	48,000

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	Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Services - continued

Cosmetologists.	475,000	38,000
FBI agents.	6,600	---
Fire fighters	180,000	7,700
Practical nurses.	320,000	48,000
Hospital attendants	800,000	100,000
Hotel housekeepers.	25,000	2,400
Police officers	285,000	15,000
Private-household workers	1,700,000	121,000
State police officers	35,000	2,800
Stewardesses.	25,000	---
Waiters, waitresses	960,000	<u>67,000</u>
		543,800

Building trades

Asbestos and insulating workers	22,000	800
Bricklayers	200,000	8,400
Carpenters.	869,000	39,300
Cement masons	60,000	3,600
Electricians.	190,000	10,500
Elevator builders	14,500	500
Floor covering installers	37,000	1,700
Glaziers.	9,000	500
Lathers	30,000	1,250
Operating engineers	285,000	14,800
Painters and paperhangers.	430,000	18,200
Plasterers.	40,000	700
Plumbers and pipe fitters	330,000	19,500
Roofers	55,000	3,000
Sheet-metal workers	50,000	2,500
Stonemasons	30,000	850
Ironworkers, machine movers	75,000	<u>3,900</u>
		130,000

Machine Occupations

All-round machinists.	400,000	12,600
Setup men	70,000	2,600
Tool and die makers	150,000	<u>3,700</u>
		18,900

Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Mechanics and Repairmen

Air-conditioning, heating mechanics	100,000	5,000
Aircraft mechanics	135,000	9,700
Appliance servicemen	205,000	8,600
Auto-body repairmen	100,000	3,500
Auto mechanics	615,000	20,000
Bowling-pin-machine mechanics	6,500	50
Business-machine servicemen	115,000	8,500
Electric-sign mechanics	6,100	300
Farm-equipment mechanics	40,000	1,100
Industrial-machinery repairmen	175,000	7,550
Instrument repairmen	85,000	4,600
Maintenance electricians	240,000	10,800
Millwrights	75,000	2,400
TV, radio-service technicians	125,000	3,000
Truck and bus mechanics	110,000	2,900
Vending-machine mechanics	16,000	650
Watch repairmen	20,000	<u>1,400</u>
		90,500

Printing

Bookbinders	30,000	400
Composing-room occupations	190,000	3,200
Electrotypers, stereotypers	8,000	* (25)
Lithographic occupations	73,000	1,800
Photoengravers	18,000	300
Printing pressmen	90,000	<u>2,850</u>
		8,525

Telephone Industry

Central-office craftsmen	80,000	2,700
Central-office equipment installers	22,000	400
Linemen, cable splicers	40,000	600
Telephone installers, repairmen	86,000	<u>3,000</u>
		6,700

Other Crafts

Auto upholsterers	8,000	350
Blacksmiths	15,000	500
Boilermakers	25,000	1,000

* Net loss in number of jobs

(continued)

Latest Employment
(1968 Estimate)

Annual Average
of Job
Openings in 1970s

Other Crafts - continued

Dispensing opticians, optical mechanics	22,000	500
Foremen	1,444,000	56,200
Furniture upholsterers.	32,000	800
Jewelers, jewelry repairmen	25,000	200
Locomotive engineers.	35,000	1,350
Locomotive firemen (helpers).	19,000	*(200)
Motion-picture projectionists	16,000	750
Shoe repairmen.	30,000	1,500
Railroad-shop trades.	87,000	2,250
Stationary engineers.	26,000	<u>7,050</u>
		72,250

Driving Occupations

Bus drivers, intercity.	24,000	900
Bus drivers, local.	65,000	500
Routemen.	235,000	3,800
Taxi drivers.	85,000	1,200
Truck drivers, local.	1,200,000	37,000
Truck drivers, over-the-road.	640,000	<u>21,600</u>
		65,000

Other Operatives

Assemblers.	785,000	26,000
Auto painters	30,000	1,200
Brakemen (railroad)	74,000	1,000
Electroplaters.	13,000	600
Gas-station attendants.	400,000	10,900
Inspectors (manufacturing).	585,000	19,200
Machine-tool operators.	500,000	10,500
Meatcutters	200,000	4,500
Photo-lab occupations	30,000	1,600
Power-truck operators	163,000	4,100
Production painters	160,000	4,000
Signal-department workers (RR).	12,100	*(450)
Stationary firemen.	73,000	*(600)
Waste-treatment-plant operators	23,500	2,500
Welders, arc cutters.	480,000	<u>23,000</u>
		108,000

* Net loss in number of jobs

Latest Employment (1968 Estimate)	Annual Average of Job Openings in 1970s
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Laborers

Bridge and building workers (RR).	11,200	275
Track workers (railroad).	57,000	1,300
Construction laborers	750,000	<u>29,000</u>
		30,575

Farm workers

Farm workers.	3,464,000	<u>25,000</u>
		25,000

UNIT D - WRITING YOUR RESUME

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to acquaint the student with the style and content of a resume. The student should realize the importance of a complete resume as it relates to employment procedures and practices.
2. Each student will be provided with Form #1 and Form #2 for this activity. Form #1 is a sample resume form for an eighteen year old boy seeking employment as a trainee mechanic. Form #2 is to be completed by the student giving accurate information of his background to date. Assign students to work in teams of two on the completion of the resume.
3. The teacher will direct a discussion dealing with: (1) the style and content of the resume, (2) the importance of the resume in job placement, and (3) the types of occupations that rely heavily, moderately, and lightly upon resumes.
4. During the remainder of the time allotment, the students will complete Form #2 using Form #1 as a guideline. The student should keep in mind that this information that he or she provides should be accurate. Imagine that this resume is going to be sent off to a prospective employer today. If the class members are old enough it is likely one of the students might actually send his resume. If so, ask for a report back to the class on the outcome.

Resume
for
GARY L. JOHNSON

PERSONAL DATA:

Address: 16439 Lochinvar, Good Plains, California

Phone: (729) 837-8994

Age: 18

Sex: Male

Health: Excellent

Height: 5'9"

Weight: 175

Marital: Single

HOBBIES AND AWARDS RECEIVED:

Hobbies: scouting, hunting, rebuilding cars, racing motorcycles,
baseball, dancing

Awards: Eagle Scout, 1969

EDUCATION:

1972-1969 Attended Merriweather High School, Good Plains, California
In high school I have taken the following courses
which I feel have prepared me for a position in
mechanics: Auto Shop 1, Auto Shop 2, Metal Shop 1,
Drafting

1968-1966 Attended Good Plains Junior High and Elementary School,
Good Plains, California

WORK EXPERIENCE:

Present - July 1971 Phil's Mobil Service
333 South Main
Good Plains, California
Position: Service station attendant
Duties: pump gas, lube cars, general tune-up, change
tires, station clean-up

July 1971 - May 1970 A & W Root Beer
146 East Elmridge
Shady Pines, California
Position: Assistant night manager
Duties: short-order cook, cashier, clean-up, lock-up
at night after closing

REFERENCES:

George Root, A & W Root Beer
146 East Elmridge
Shady Pines, California

Mr. Root is my previous employer and he can tell you of my excellent
work habits.

REFERENCES (continued)

Bob Phil, Phil's Mobil Service

333 South Main, Good Plains, California

Mr. Phil is a previous employer and he can tell you of my mechanical abilities, work habits, and desire to become an expert mechanic.

Reverend Charles Lodge, United Methodist Church

629 East Lincoln, Good Plains, California

Reverend Lodge is the minister of our church. He can tell you of my moral character. I am a member of this church and attend many of its functions.

Dr. Fred Jonas, physician

432 West Snoopy Drive, Good Plains, California

Dr. Jonas has been our family physician for three generations. He knows my excellent health and habits.

Resume
for

PERSONAL DATA:

HOBBIES AND AWARDS RECEIVED:

EDUCATION: (list most recent first)

WORK EXPERIENCE: (list most recent first)

REFERENCES: (previous employers, teachers, doctors, ministers, family friends, counselors, scout leaders, etc.)

UNIT E - "GETTING THAT JOB" CROSSWORD PUZZLE

Estimated Completion Time - 35 minutes

Activities

1. This is to become a group activity as soon as the individual students have completed the worksheet (Crossword puzzle). It is desirable to have each student work the puzzle because they enjoy it and also each will be informed and can participate in the discussion.
2. Make copies of "'Getting That Job' Crossword Puzzle" (Form #1) and copies of "The Puzzle" (Form #2) in sufficient quantities to provide each student a copy. Distribute them with instructions that you will have group discussions following the completion. After proper instructions, 20 minutes should be adequate time for completion.
3. Set completion time in 20 minutes with each student raising his hand when completed with the puzzle. Keep track of early winners for later recognition.
4. By means of class discussion, the instructor will go over the crossword puzzle, determining the correct answers. A key has been provided for the instructor's convenience (Form #3).

NOTE: PLAYING INSTRUCTIONS

The idea is to fill in the blanks of the crossword puzzle, either ACROSS or DOWN using the clues provided in Form #1. You will note that statements one through eight are labeled ACROSS and relate to a corresponding number on the puzzle going horizontally. Statements nine through sixteen are labeled DOWN and relate to a corresponding number on the puzzle going vertically.

"GETTING THAT JOB" CROSSWORD PUZZLE

Statements and Words

STATEMENTS ACROSS

1. The oldest function of the personnel department is _____.
2. The _____ step in the employment process is to find out which jobs are available.
3. A _____ is a master craftsman.
4. A descriptive term for an interview method designed to get an applicant to talk about himself is _____.
5. A _____ interview: applicant interviewed by several interviewers, all at the same time.
6. The _____ department hires, trains, listens to, and pays employees in many middle-sized companies.
7. A _____ interview: applicant interviewed by several interviewers, one at a time.
8. Many firms today also give a series of employment _____.

STATEMENTS DOWN

9. Selecting persons with qualifications that are too high for the job is _____.
10. When arriving at a prospective place of employment, you will be asked to complete the _____.
11. _____ is moving upwards within the same company.
12. A _____ interview is when you are asked specific questions and are expected to give specific answers.
13. Look in your newspaper's _____ section for job openings.
14. Check your school's _____ office for a listing of jobs.

Program Goal 5.1 - Unit E
Form #1 (Continued)

STATEMENTS DOWN (Continued)

15. You will be asked to cite _____, people who can
vouch for your ability and character.
16. An important source of jobs for many workers is the employ-
ment _____.

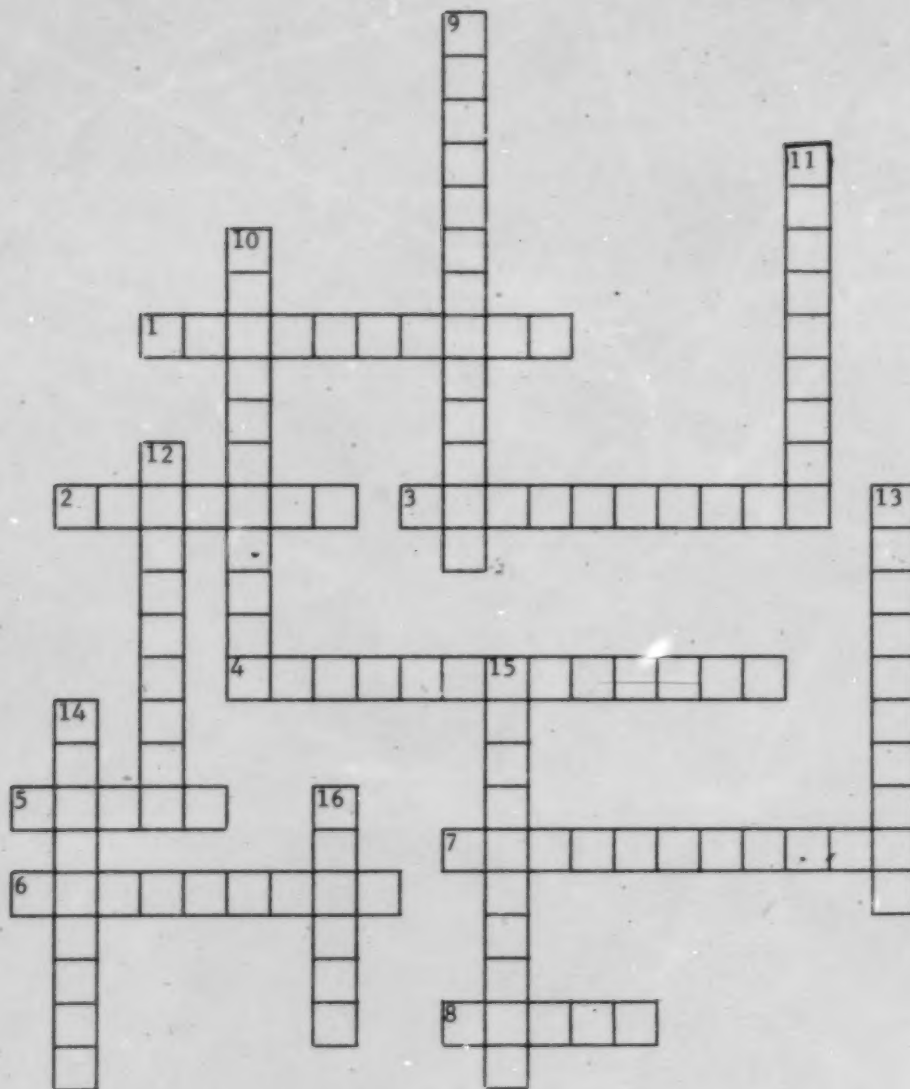
AVAILABLE WORDS

directive.
agency
application
classified
employment

overselection
placement
promotion
journeyman
panel

primary
references
non-directive
personnel
progressive
tests

THE PUZZLE



"GETTING THAT JOB" CROSSWORD PUZZLE

Answers

ACROSS

1. employment
2. primary
3. journeyman
4. non-directive
5. panel
6. personnel
7. progressive
8. tests

DOWN

9. overselection
10. application
11. promotion
12. directive
13. classified
14. placement
15. references
16. agency

PROGRAM GOAL

5.2 (E, G, and V) Understand the rules, regulations, procedures and practices related to employee wages, wage deductions, benefits and working conditions

UNIT A - SYMPOSIUM PRESENTATION

"REWARD SYSTEMS FOR WORKING"

Estimated Completion Time - 50 minutes

Activities

1. This activity is to get all students to become aware that there are many incentives that cause people to enter the work world and to participate in the total social structure.
2. Make a copy of Form #1 for each student and direct them to read and understand (read with them) the instructions. Then break down into small groups (7) and get volunteers or assign the separate reward systems, one to each small group.

If time permits you might assign for a following day. If not, students will know enough about each to present adequate information to lead into a group discussion of that reward.

3. Break down into the small groups and give each one time to carry out the instructions on Form #1.
4. Since this is a symposium presentation, move right along with the presentations. Introduce each reward and ask one member to present his findings orally while another member lists the data briefly on the board. Since discussion should follow the completion of the presentations each class member should list the data on his personal worksheet for reference.
5. Go back over the board notes listed under each reward system and get class comments, plus additional data. It is often wise to ask for the papers at the end of the period to insure that each student really does get the information down on the worksheet.

DISCUSSION INFORMATION

The following section can be used by the teacher as a discussion KEY.

MATERIAL REWARDS

In our occupations there are often direct and indirect material rewards. Direct rewards are the wages and salaries that we take with us in our checks. Indirect rewards are such things as retirement, social security, medical, and other fringe benefits; for company officers, boards of directors, etc., rewards may be in stock and options. Any summary would indicate that psychological and physiological needs must be met by necessary material rewards or talent will leave that organization.

SECURITY REWARDS

Often money is an obvious reward, it is used to lay a groundwork for the less obvious ones. Money, or materialism, also lends itself to security for nearly everyone. Such things as job security, retirement, pleasant surroundings (psychological) etc. all lead to a sense of security. While the degree of security levels vary from person to person we all have need for security.

SOCIAL REWARDS

It is basic and a psychological need for persons to want to belong to someone or some thing. People have gone far out to meet this need! The proper contacts with pleasant groupings where others can get to know and respect him are valuable social payments. To be accepted is a social reward and all normal people seek acceptance. Social groups are in a state of flux and a person may be punished for not knowing what is expected of him. He may feel rejected and feel of little worth. If this happens he will leave the group because there is no social reward.

PRESTIGE REWARDS

Groups have good and bad reputations! Whatever its reputation it must be shared by its members. Any person will boast of his membership in an elite group and even wear its insignia. A group gains in prestige when persons of prestige join and each member shares through the groups sponge-like ability to absorb prestige. However, the prestige of the group seldom remains constant and all members must work to keep out over confidence and complacency from starting the downward cycle. If that happens individuals will leave the group because of the loss of prestige to him personally.

ESTEEM REWARDS

Persons who exercise leadership, are well-respected, well-liked, looked up to--will win the esteem of his fellows. As a person feels this force he is rewarded. As his group gives esteem each member feels more strongly drawn to his unit. If the esteem is not present, or dies, that person will develop into so-called "deadwood" or withdraw from the organization. Make every person feel important!

WORK REWARDS

Individuals and groups want to satisfy the instinct for work satisfaction, or workmanship, in two ways. First, he wants the opportunity to do the kind of work he likes. A person's vocational choice is closely tied to his ultimate happiness and satisfaction in life. He will sacrifice much to do the work he likes, or the job he loves. Second, he will seek out that group or organization that is likely to give him the opportunities and leave those which hold little promise.

CAUSE REWARDS

Remember, people must belong to someone or some thing. That thing can be a cause! List the number of causes and cite from history the people who have even given their lives for a cause. When the individual joins the cause with others, he feels he is taking a positive action that will have an effect on his group, his community and his country. For instance, some people may feel that they have a personal responsibility to make the world a better place to live in and will feel guilty if they do not. Make the goal of the CAUSE a worthy one--make it positive and of proven merit to other people if it is to be a real cause reward.

WORKSHEET ON REWARD SYSTEMS

All of us realize that we work because of some incentive that motivates us to do so. Nearly all people work for material rewards, usually wages and salaries (materialism). People also work for other reward systems, commonly broken down into the following categories.

Your group should analyze a category of rewards and prepare to present your learned opinion and research about that reward to the class. Be prepared for one of your group to report to the class the important points of your reward while another of your members lists those points on the board. Be prepared to answer questions from the class!

MATERIAL REWARDS

SECURITY REWARDS

SOCIAL REWARDS

PRESTIGE REWARDS

ESTEEM REWARDS

WORK REWARDS

CAUSE REWARDS

UNIT B - "MATCHING YOUR WAGES" TEST

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to enable the student to understand the rules, procedures, and practices related to employee wages and to determine which type or types the student prefers.
2. Duplicate one copy per student of Form #1.
3. The students are to complete Form #1. Following completion, the students will go over answers to this worksheet. The answer sheet is Form #2 for the teacher's use.
4. It is recommended that the students then discuss those items on the worksheet (form #1) which apply to their jobs in particular, discussing the advantages and disadvantages that they have discovered.

From discussion, the students should recommend a program for a good wage and salary plan. List the items on the board. The teacher may lead the discussion to include additional items beneficial to the students.

Generally, a good wage and salary plan should include these items:

1. Acceptable, generally
2. Understood by all
3. Easy to compute
4. Actually tied to effort
5. Relatively stable
6. Paid soon after the work is done
7. Advancements provided for and clearly stated

"MATCHING YOUR WAGES"
Worksheet

Instruction: Match the items in Column B with the items in Column A.
Place your answers in the space provided.

Column A

Column B

- | | |
|------------------------------------|--|
| _____ 1. Wages | A. Payment for a service performed. |
| _____ 2. Time wages | B. Largest single item in cost of doing business. |
| _____ 3. Salaried worker | C. Determined at the price that will balance the supply of a specific kind of labor and the demand for that kind of labor. |
| _____ 4. Piecework wages | D. Examples of incentive wages. |
| _____ 5. Fee | E. Do same amount of work in less time, receive a bonus. |
| _____ 6. Commission | F. Extra payment to worker as a special incentive. |
| _____ 7. Profit sharing | G. An example of a non-incentive wage. |
| _____ 8. Bonus | H. Fringe benefit. |
| _____ 9. Wage rate | I. One who is hired to work a whole year and is paid in regular monthly or weekly payments. |
| _____ 10. Payroll | J. Involves distribution of profits to employees. |
| _____ 11. Cost of living index | K. Wages paid on the basis of the time worked. |
| _____ 12. \$2.00 per hour | L. An agreed-upon percentage of the amount of the sale. |
| _____ 13. Medical insurance plan | M. Monetary wages versus real wages. |
| _____ 14. Commission and piecework | N. Reward which labor receives for its part in productive process. |
| _____ 15. Timesaving plan | O. Payments made for each unit or number of units produced. |

KEY

"Matching Your Wages"
Worksheet

Column A

Column B

<u>N</u> 1. Wages	A. Payment for a service performed.
<u>K</u> 2. Time wages	B. Largest single item in cost of doing business.
<u>I</u> 3. Salaried worker	C. Determined at the price that will balance the supply of a specific kind of labor and the demand for that kind of labor.
<u>O</u> 4. Piecework wages	D. Examples of incentive wages.
<u>A</u> 5. Fee	E. Do same amount of work in less time, receive a bonus.
<u>L</u> 6. Commission	F. Extra payment to worker as a special incentive.
<u>J</u> 7. Profit sharing	G. An example of a non-incentive wage.
<u>F</u> 8. Bonus	H. Fringe benefit.
<u>C</u> 9. Wage rate	I. One who is hired to work a whole year and is paid in regular monthly or weekly payments.
<u>B</u> 10. Payroll	J. Involves distribution of profits to employees.
<u>M</u> 11. Cost of living index	K. Wages paid on the basis of the time worked.
<u>G</u> 12. \$2.00 per hour	L. An agreed-upon percentage of the amount of the sale.
<u>H</u> 13. Medical insurance plan	M. Monetary wages versus real wages.
<u>D</u> 14. Commission and piecework	N. Reward which labor receives for its part in productive process.
<u>E</u> 15. Timesaving plan	O. Payments made for each unit or number of units produced.

UNIT C - UNIONS AND JOB PROFICIENCY

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to get all students aware that unionism plays a significant role in their work world. Awareness that the union is directly involved in all aspects of their job is essential.
2. Duplicate a copy of "Unions and Job Proficiency" (Form #1) for each student to work out individually or in very small groups (no more than three or four). Form #2 (KEY) is also enclosed for the teacher to use in grading the results.
3. There should be a general class discussion on unionism with specific emphasis on the matching questions and on the following suggested items:
 - (a) are you now or have you been a member of a union?
 - (b) are members of your immediate family members of a union?
 - (c) have you observed in what ways the union has contributed to raising or lowering job and proficiency standards?
 - (d) on the whole, do you feel the unions have done a good job?
 - (e) do you want to be a member of a present-day union?

(There may be a conflict between #4 and #5)

NOTE: Pursue other avenues of union information as the discussion progresses. Keep in mind that the union plays a significant role in job standards and pay.

"UNIONS AND JOB PROFICIENCY"
Worksheet

Instructions: Place the letters in Column B in the most appropriate blank in front of the items of Column A.

<u>Column A</u>	<u>Column B</u>
_____ 1. AF of L and CIO	A. Union says, NO, NO!
_____ 2. Teamsters	B. Largest union with members representing all types of employees.
_____ 3. "Right to Work" law	C. Minimum wages.
_____ 4. The Labor Contract	D. Union tools used to enforce labor demands.
_____ 5. 40-hour week with time and one-half	E. Closest representative of the union on the job.
_____ 6. Job Standards (proficiency)	F. Result of negotiation of work rules.
_____ 7. Shop Steward	G. Large union whose members are mostly transportation employees.
_____ 8. \$1.65 per hour	H. Wages and hours law of 1938.
_____ 9. Speeding up the line	I. Opposite of the union shop.
_____ 10. Strikes and Boycotts	J. Written into the labor contract.

KEY

"UNIONS AND JOB PROFICIENCY"
Worksheet

<u>Column A</u>	<u>Column B</u>
<u>B</u> 1. AF of L and CIO	A. Union says, NO, NO!
<u>G</u> 2. Teamsters	B. Largest union with members representing all types of employees.
<u>I</u> 3. "Right to Work" law	C. Minimum wages.
<u>F</u> 4. The Labor Contract	D. Union tools used to enforce labor demands.
<u>H</u> 5. 40-hour week with time and one-half	E. Closest representative of the union on the job.
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<u>C</u> 8. \$1.65 per hour	H. Wages and hours law of 1938.
<u>A</u> 9. Speeding up the line	I. Opposite of the union shop.
<u>D</u> 10. Strikes and Boycotts	J. Written into the labor contract.

PROGRAM GOALS

5.3 (E) Compare adult responsibilities in a variety of work environments with present personal responsibilities

5.3 (G) Assume adult roles and responsibilities in the present work environment

5.3 (V) Assume adult roles and responsibilities in a selected career

UNIT A - A "STORY" ABOUT REAL LIFE

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to gain an appreciation of the responsibility that the owner or manager of a business must resolve. To understand how your own conduct and that of other employees develop into irresponsible actions is vital.
2. The teacher should duplicate "The Cafe Job" (Form #1) containing the story that the students are asked to resolve. After each student has a copy, read the story aloud to the class. Emphasis in the reading will help students get more meaning from this activity.
3. To start the students on the right track, the teacher might ask some questions such as the following: (Add any that seem to develop from the group).

"How many of you who have worked noted similar jealousies develop?"

"Did you observe how the jealousies were handled by your boss?"

"Was the manager (boss) even aware of what was going on?"

4. Once the class seems ready, give them some time to write their answers as instructed on the problem sheet.
5. If time is short, pick up their comments and hold a brief class discussion concerning the remarks.

If you have additional time, or during another 40-minute class period, do one or more of the following suggested activities:

1. If you have extra time after the discussion, you could elect not to pick up the papers (or you could redistribute them if this activity is continuing a previous day's work). Now, ask them to make comments below the broken line on the problem page about his statement that you place on the board:

"Did you gain any new insights into the responsibilities of the manager? Could you see yourself, or others, in the story?"

2. Should you wish to continue, you might pick up the papers and ask a selected group, or volunteers, to examine the student papers for a later listing of the most important ideas to come from the student remarks and discussions. These should be listed on the board by the chairman of the group. The following discussion might lead to a ranking of meaningful responsible reactions from the class.

THE CAFE JOB

A Real-Life Situation For You

Laura was a pretty waitress at Chez Louis, and she made good tips. Gertrude was about 15 years older, age 40, short and plump. Before Laura started work two months ago, Gertrude had made good tips and was a popular waitress. They both worked the same shift.

Gertrude was becoming quite jealous since several of her special customers had been spending more time in Laura's area and tipping her heavily. Lately, too, she did not seem to get as many tips. Just the other day she had turned around with some glasses of water and accidentally spilled them down Laura's blouse. She felt somewhat elated, but Laura merely looked displeased. Gertrude said, "I'm sorry," but she did not look the part.

Gertrude has been gossiping to the cook about Laura, saying that she's a poor worker and promiscuous. The cook passed this gossip on to the manager since he did not want his profit sharing to suffer. The manager knows of the conflict between the waitresses, so he is not sure whether he should believe the cook's story; however, he does feel that he should take some action.

QUESTION: What should the manager do? How should he go about it?

WRITE YOUR COMMENTS ABOVE THE BROKEN LINE

UNIT B - THE "SYNPOSIUM" DISCUSSION

Estimated Completion Time - 45 minutes

Activities

1. The purpose of this activity is to enable the student to gain an appreciation of the application of responsibility in the job world. There is a problem for the boss as well as the employee which should be understood by the student.

Each member composing the panel takes part of the topic and makes a brief comment about it. These opening statements should be carefully prepared, rather brief, and uninterrupted.

Following this, you may resort to the forum method which allows for public questions and comments under the guidance of a moderator. The moderator will judge what is pertinent to the discussion or it will get away.

2. Select three members from the class, or any source, who will qualify as symposium members. The selection must be made prior to the presentation so that the member may prepare for his segment. Form #1 may be duplicated and each member given an assignment which includes topics suggested for preparation in a specific segment.

Form #2 is a listing of suggested library sources for articles that support the research needed.

3. On the day of presentation the teacher will introduce the members and have each present the introductory remarks relating to this theme the teacher will write on the board:

"Most people do not know how to accept responsibility or delegate it because they are not given responsible jobs!"

These are the three areas of the presentation that relate to this theme: (Areas should be written on the board as each member of the symposium panel speaks.)

1. The meaning of job responsibility
 2. The reluctance of superior (boss) to delegate responsibility. (He wants to do it all.)
 3. Jobs with relatively little responsibility. Of necessity because they are highly repetitive. (Production line vs. gas station attendant.)
4. Open the meeting for questions and comments directed to the panel members. The moderator will have to direct the questions and

comments by directing the responses should they stray from the topics. Here are some of the questions that may be used as necessary to start discussion or get back on the track.

For presentation of area one:

"How many feel you have had responsible jobs?"

"How many have been in charge of other people and tried to develop responsibility in others?"

For presentation of area two:

"How many have worked for a superior who has refused to delegate responsibility?" (He wanted to do it all himself!)

"How many have tried to get to the reasons why your boss did not delegate well!"

For presentation of area three:

"How many have worked at factory jobs?" (Or other repetitive work.)

"How many have felt that they had significant responsibility in doing this type of work?"

"How many were really bored with this type of work?"

In summary:

"Did you feel that you gained some insight into the problems of the superior in delegating responsibility?"

"Did you gain some feeling for your boss and his problems that might help you when you are the boss?"

"Did you gain understandings concerning work and jobs with varying degrees of responsibility?"

"Will you take another look at the type of work you are preparing for because you may not want to do repetitive work?"

"SYMPOSIUM" Assignments

Area One: The meaning of job responsibility.

1. Handling money and inventory
 2. Representing the firm to the customers
 3. Speaking for your boss
 - 4.
-

Area Two: The reluctance of the superior (your boss) to delegate responsibility. (He wants to do it all.)

1. Demonstrates a lack of know-how in delegating responsibility
 2. The boss showed a lack of personal security that may have been responsible for his reluctance to delegate
 3. Your boss was unaware, or did not determine, your level of accepting responsibility
 - 4.
-

Area Three: Understanding jobs with relatively little responsibility attached. These are factory or assembly line jobs that are highly repetitive. Relate this type of work to jobs that have more responsibility and how the work might affect the worker. (Boredom, absenteeism, etc.)

1. Production line jobs
 2. Levels of boredom and what happens to the employee and the quality of work
 3. What is being done to alleviate, or off-set jobs of low-level responsibility that are boring in nature
 - 4.
-

COMMENT:

Reading Sources

"Bored on the Job! Vega Assembly Line Story." U.S. News and World Report, September 25, 1972 and October 2, 1972.

"How to Stop Strikes by Really Trying." Donald B. Strauss, Personnel Journal, Vol. 49, No. 10 (October, 1970) pp. 827-31.

"The GM Plan." A General Motors Publication (write for it.)

"Basic Performances." Life Magazine, 1972 article (A Nationwide Survey of three areas--absenteeism, quality and Union Grievances.)

Directory of National and International Labor Unions in the U.S., 1967, Washington D.C.: Government Printing Office. (Provide information on any of these areas upon request.)

Motivation and Personality. A. H. Maslow, Harper and Row, 1954.

"The Dimensions of Morale: An Item Factorization of the SRA Employee Inventory." Zile S. Dabas, Personnel Psychology, 11 (1958), pp. 217-234.

UNIT C - "A PROBLEM OF DEFINITION" - DISCUSSION

Estimated Completion Time - 35 minutes

Activities

1. This activity is designed to help the student distinguish between adult roles and adult responsibilities and to determine which roles and responsibilities he has mastered and which he needs to master.
2. The class will verbally define an "adult role" and an "adult responsibility." The teacher will help formulate these definitions and will then write a composite definition of each term on the board.

Below are sample definitions for each term:

ROLE: A specific function; "a structured means of participation in social life" (see Allport, G.); what a person does and where he fits in.

RESPONSIBILITY: "...moral, legal, or mental accountability; reliability, trustworthiness; burden" "see Webster's 7th New Intercollegiate Dictionary); something one is expected to do or to become in his culture.

3. The students will meet in groups of 5-7 students. Each group will select a secretary to record its answers. The group will list 10 adult roles and 10 adult responsibilities they have observed in their on-the-job training or in the world of work.
4. The teacher and the class should discuss these lists and note which adult roles and responsibilities the students have mastered and which need to be mastered.

These items can be from individual contributors or can be a compilation that the group feels young people, as a group, have sufficiently mastered and those areas that demand improvement.

UNIT C - DISCUSSION OF ADULT ROLES AND RESPONSIBILITIES

Estimated Completion Time - 30 minutes

Activities

1. The purpose of this activity is to enable the student to recognize what steps he must take in order to master the adult roles and responsibilities which he faces on the job.
2. Using the lists of adult roles and adult responsibilities (Form #1) the class will discuss what steps each individual must take in order to master those adult roles and responsibilities. Special note should be made of the different types of adult roles and responsibilities which the students encounter in their varying job situations.

The teacher should also bring out that certain adult roles take precedence over other adult roles and that certain adult responsibilities take precedence over other adult responsibilities.

3. The teacher might write these questions on the board to stimulate and direct the second half of the discussion.

"What types of adult roles and responsibilities have you encountered?"

"How would you determine which adult roles and responsibilities should take precedence?"

"How would you find which of the adult roles and responsibilities would be most beneficial to you and your desires in life?"

"How would you rate the adult roles and responsibilities when you consider your family, friends, and your employer's needs?"

"Do you feel that your adult roles and responsibilities must change throughout your life to meet your changing conditions?"

"Even though changes will occur should you not make your decisions based upon some stable beliefs and foundations?"

Lists of Adult Roles and Responsibilities

<u>Role</u>	<u>Responsibility</u>
employee	a day's work for a day's pay
employer	production of goods and/or services economically
policeman	protection of citizens
mechanic	honest correction of mechanical problems
foreman	supervision of workers
doctor	sound medical treatment of patients
lawyer	fair legal representation of client
athlete	honest competition
student	learn as much as possible
housewife	loving care of husband and children
son	help family situation in anyway possible
father	provision for family

PROGRAM GOALS

5.4 (E) Describe the types of adult responsibilities you have observed in a variety of work environments with which you can identify

5.4 (G) Demonstrate an acceptable level of proficiency in your present job assignment

5.4 (V) Demonstrate job-entry level proficiency in a selected career

UNIT A - WORKSHEET ON "CHANGE-MAKING"

Demonstrating Job Proficiency

Estimated Completion Time - 40 minutes

Activities

1. This is to become a group activity as soon as the individual students have completed the worksheet. It is desirable to have each student do the work or he will not have time to participate and work the problems at the same time.
2. Make copies of "Questions" (Form #1) and "Change-Making Worksheet" (Form #2) in sufficient quantities to provide each student a copy. Distribute them with instructions that you will ask for group responses upon completion of 25 minutes, or less, time. Explain the method of making change that appears on the worksheet.
3. Each student will complete the attached change-making worksheet accompanying the problem sheet. The correct answers will use the smallest number of pieces possible by marking the number of pieces the student should return in each case. See the example on the worksheet. If the students have time, ask them to check their work.
4. Divide the students into groups (A, B, C, & D) and have them raise their hands in response to the questions. Do not ask for responses to the questions in chronological order--a random selection will prevent automatic responses. The student with his hand up first will be recognized for an answer and his group will receive credit. If the response is incorrect the next respondent should get an opportunity to answer. The incorrect response causes that group to lose a point.
5. Form #3 is the KEY for the teacher to use.

QUESTIONS

Change-Making Worksheet

1. You have received a bill for \$5 in payment for a \$2.71 purchase.
2. A \$10 bill in payment for a \$5.97 purchase.
3. A check in the amount of \$192.22 in payment for a \$5 purchase.
4. You have purchased 59¢ worth of candy and gave \$1 in cash.
5. You received \$50 in payment for a bicycle costing \$41 with sales tax not figured in. If the tax is 5%, how much change would you return?
6. You are given a \$1 bill by a store patron who asked for two nickles to be used in a parking meter. You must give him the two nickles plus what other coins?
7. You received a \$10 bill and the customer requests three one-dollar bills after making a \$1.17 purchase.
8. What would you return when the amount of the purchase is \$6.49 and you have received a check for \$9.28 in payment?
9. How much is returned from this \$9.28 check for a \$5.14 purchase?
10. How much is returned from this \$9.28 check for a \$1.45 purchase?

"CHANGE-MAKING" WORKSHEET

<u>Amount</u>			<u>Denominations</u>									
Cost of Item	Size of		Currency					Coin				
	Bill	Check	50	20	10	5	1	50c	25c	10c	5c	1c
91.32	100	EXAMPLE				1	3	1		1	1	3
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

NOTE: Your first step will be to determine the amount of the change to be returned. Remember, use the smallest number of pieces, e.g. if returning \$6, give back a \$5 bill and a \$1 bill--not six \$1 bills.

"CHANGE-MAKING" WORKSHEET

Key

<u>Amount</u>			<u>Denomination</u>									
Cost of Item	Size of		Currency					Coin				
	Bill	Check	50	20	10	5	1	50c	25c	10c	5c	1c
91.32	100	EXAMPLE				1	3	1		1	1	3
1. 2.71	5.00						2		1			4
2. 5.97	10.00						4					3
3. 5.00		192.22	3	1	1	1				2		2
4. .59	1.00								1	1	1	1
5. 45.05	50.00					1	1	1	1	2		
6.	1.00							1	1	1	3	
7. 1.17	10.00					1	3	1	1		1	3
8.	6.49	9.28					2	1	1			4
9.	5.14	9.28					4			1		4
10.	1.45	9.28				1	2	1	1		1	3

UNIT B - "THE FAMOUS QUOTATION" ON LEARNING JOB SKILLS

A "Charade" Discussion

Estimated Completion Time - 35 minutes

Activities

1. As described in the following famous statement, certain skills and/or knowledges are learned by experience as well as by formal education. The purpose of this activity is to enable the student to realize that job skill proficiency comes from a number of sources.
2. The teacher will read the following quotation by Will Rogers to the students. Read it twice, with emphasis on the learning sources.

"They say children in kindergarten must play in order to get them to learn. What do you mean, Children? Crossword puzzles learned grown folks more words than school teachers. And what arithmetic the women folks know they get at a bridge table. Our splendid English comes from attending the movies. Yes sir, there is a 120 million in the American kindergarten!"

3. Have the class separate into three (3) teams with the instructions that they are to select the following job skills to be presented to the other two groups as a charade:

On a piece of paper, each group will list at least one skill for each category; more if the time limit will permit. Prepare for charade presentation by selecting one or more group members to present to their own group the selection that they will receive. Upon completion of this list, each group will receive the selection of one of the other groups in such a way as to insure secrecy of the answers to be presented by the group charade member or members.

Remember, charade presentations must be acted out in pantomime. (Only gestures and expressions). Charade people may have about 30 seconds to decide HOW to pantomime to their group. Winners are declared on the basis of time taken to GUESS the job skill. The teacher can be the timer.

4. Write these three categories on the board:
 - I. One or more skills you learned solely on the job.
(e.g., pumping gas, using the cash register, etc.)
 - II. One or more skills you learned solely in school

but now use on the job. (e.g., typing, basic arithmetic, shorthand, etc.)

III. One or more skills where you learned the basics while in school but refined while on the job. (e.g., car tune-up, telephone techniques, etc.)

5. The teacher is to hand out selections to charade members to be presented to his group. Each group gets all three categories and win based upon accumulated time.

IF TIME PERMITS, DISCUSSION CAN FOLLOW ENDING OF THE GAME

UNIT C - THE "STORY LINE" GAME

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to evaluate the student's understanding of adult roles and responsibilities.
2. Each student will receive and read a copy of Form #1. It is suggested that the teacher read it with them, if necessary, to insure complete understanding.

The students will then form groups of five (5) to seven (7) students and each group will select a secretary to record responses.

3. Each group will list as many adult roles and adult responsibilities as exhibited in the story.

The teacher has the option of allowing the group members to look at the story while composing this list or of instructing them to compose the list from memory of the story.

4. Using items provided by the students, the teacher will write a composite list on the board.

Each group will then check its list against the board, scoring one point for each correct response. The group with the highest number of correct responses wins the game.

STORY FOR
THE "STORY LINE" GAME

Mike Dolan is about to enter college. Independent in spirit and decidedly outspoken, he has made up his mind that he is not fitted for the "civil service of big business." Instead he wants to own his own business. Over the years, he has shown great initiative and has accumulated quite a sum of money by successfully operating everything from a series of paper routes to a fireworks stand. After looking over the requirements of the school of business administration, he has begun to wonder whether the subject matter will provide him with the information and training that he wants. "Why shouldn't I," he wonders, "take business courses by correspondence and start a business right now?"

But, Mike also has other opportunities open. Mike's Uncle Mel runs a real estate firm where Mike could do telephone work, coordinate salespersons' hours, or even get his own salesman's license.

However, if Mike prefers, he could work for Uncle Burt in a sheet metal shop where he could do any number of varied jobs: office, delivery, shop, or salesman. Mike's roles and responsibilities would certainly be varied in that job.

Aunt Lucie runs a self-service laundry and is in need of an assistant manager. Mike could do this and eventually take over the business. Since Mike wants to get married next summer, this job would have a sure future.

As you can see, Mike Dolan's roles and responsibilities will be varied no matter which position he takes. Can you name a few of them?

KEY

Partial Listing of
Adult Roles and Responsibilities

College Student
Independent thinking person
Corporate employee
Self-employment
Initiative
Sees need for education
Willingness to do manual tasks
Willingness to do menial tasks
Understands responsibility of marriage
Thrift
Eagerness
A worker
Sees opportunity
Job variety

BE LENIENT AND ADD MORE FROM CONTRIBUTIONS

5.4 (G and V)

UNIT C - THE JOB ANALYSIS WORKSHEET

Estimated Completion Time - 35 minutes

Activities

1. The purpose of this activity is to enable the student to learn a method of analyzing a job which the student wishes to apply for and also to gain an understanding of the requirements of the job in the work world.
2. Using the "Job Analysis" form (Form #1), each student will prepare a job analysis for the selected career towards which he or she is working. Be specific with the answers.
3. During the remainder of the time period, the students will discuss the following question:

"What steps should I take in order to become proficient in all phases of my selected career?"

Each student should refer to the completed job analysis for the areas in which he needs to become proficient.

NOTE: As a means of example, Sample Form #2 is completed. The answers pertain to the position of typist in a small local business office.

NAME _____

DATE _____

JOB ANALYSIS

JOB: _____

TYPE OF FIRM: _____

WHEN I HOPE TO ATTAIN THIS POSITION: _____

WHAT Employee Does: (Be Specific)

HOW Work is Done:

WHY Job is Done:

SKILL, KNOWLEDGE, ABILITIES Required: (Be Specific)

Mary Dolan
NAME

March 13, 1973
DATE

JOB ANALYSIS

JOB: Typist

TYPE OF FIRM: Local clothing store

WHEN I HOPE TO ATTAIN THIS POSITION: Summer, 1973

WHAT Employee Does: (Be Specific)

I type daily correspondence, file incoming mail, and answer the telephone.

HOW Work is Done:

I use electric and manual typewriters and I must type rapidly for long periods of time.

WHY Job is Done:

I help the office run efficiently and smoothly by keeping the correspondence up to date and properly filed and by answering the telephone promptly and courteously.

SKILL, KNOWLEDGE, ABILITIES Required: (Be Specific)

I must be able to type neatly and accurately at a rate of at least 55 words per minute. Basic filing is required too--I needed to have that training also. The ability to answer the telephone properly and connect the caller with the correct person as rapidly as possible is very important.

UNIT D - GAME - "WHAT WOULD YOU SAY?"

Estimated Completion Time - 55 minutes

Activities

1. The following five situations are designed to place the student in an active position in employee-employee, employee-employer, and employee-public relations.
2. Two groups, A and B, 4 to 6 members each, sit at tables at the front of the classroom. Each group selects a chairman to serve as spokesman for that group.
3. The teacher will read one of the following situations. Groups A and B will be given 30 seconds to decide how they would react and what they would say if placed in that situation. The spokesman relates (in three minutes or less) the group's collective viewpoint. Remember, he or she must speak as if directly involved in that situation. (Example: as if he really was talking to the customer on the telephone.)

Group A will present its solution first, then Group B. On the second situation, Group B will present its solution first, then Group A. Alternate in this manner.

4. After each group has presented its method of action, the teacher then asks the class as a whole to vote upon the group which presented the more favorable solution. The group selected wins \$10. The first team to earn \$30 wins the game.
5. After the students have completed several weeks of W.E.E. on the job, selected students may present problems they have encountered while at work. The same format can be followed with small groups discussing the problem and presenting a unified solution. In this manner, the student with the problem can see how others may have solved the problem in comparison with how he solved this problem.

NOTE: In addition, the students will note that many of them are faced with basically the same problems although the work environment may be totally different.

"WHAT WOULD YOU SAY" SITUATIONS

SITUATION #1

One day, an irate customer, Mr. Price, storms into your T.V. repair store. He is fuming and fussing that one of your repairmen, Frank, badly damaged his \$850 T.V. set while replacing the faulty tubes. You inform Mr. Price that Frank is still out, but that you will talk to Frank when he comes in and immediately call Mr. Price back.

Frank comes in shortly after Mr. Price leaves. He tells you that the console was badly damaged; however, he says that the damage was there before he arrived.

The phone is ringing, Mr. Price answers!! Just remember, Mr. Price could be right; on the other hand, Frank could be right. Unfortunately, you don't know which one. What do you say?

SITUATION #2

Mr. Walters calls your appliance shop. He says that Arnold delivered his new refrigerator that afternoon and knocked in the side of his piano worth \$1,200.

Arnold admits that this is true. What do you say to Mr. Walters when he answers his telephone?

SITUATION #3

A fellow employee asks you to work three hours of his shift so that he can shop for his mother's birthday present because tomorrow is her birthday. Since he needs the money he won't be able to pay you for the hours. What do you say?

What do you say the next week when he says that he needs to get his car worked on and the only time they could do it would be at three. He's supposed to start work at three thirty and since he couldn't be finished that soon could you cover for him until he gets there? What do you say?

SITUATION #4

A man comes into your men's wear shop and wants to buy a new suit. He picks out a beautiful suit costing \$185 and says, "I'm a good friend of John's and he said I'm always good for a 10% discount and a charge account. Charge it, O.K."

Your boss, John, is out of town until tomorrow and the assistant manager is out to lunch. What do you say?

SITUATION #5

You are working at your desk in the front office and your boss is in the back office completing some paper work. He tells you that he does not wish to be disturbed--by anyone. He requests that you tell inquirers that he is not in.

Shortly thereafter, his wife calls. She abruptly says that she knows her husband is in even though you say he isn't. If you don't call her husband to the phone immediately, she will see to it that you are fired! Do you call the boss to the phone against his wishes or do you tell the wife that he really is out and risk her anger.

What do you say?

PROGRAM GOAL

5.5 (E) Assume adult roles and responsibilities during the exploratory period whenever possible.

UNIT A - "JEOPARDY" GAME

Estimated Completion Time - 50 minutes

Activities

1. Divide the class into three groups. Each group will select a chairman to act as spokesman. The teacher may ask the questions, judge correctness of answers, and/or keep score. However, if the teacher chooses, he may select one or more students to perform these tasks.
2. The teacher should duplicate Form #1 on the blackboard or make a transparency for the overhead projector and place an "X" in the appropriate square when that question has been chosen. Questions may be asked from the attached lists of questions marked for each category. In this way, all members of the class can tell what questions have been asked in each category and what possibilities remain.
3. Each group chairman will select the subject area and monetary value for the question to be answered by his group. Questions are worth \$10, \$20, \$30, \$40, or \$50. The greater the monetary value, the more difficult the question. Questions in each category must be answered consecutively from lowest to highest. For example, the question in Column 2 worth \$10 must be answered before the question for \$20 can be asked.

If the team answers the question correctly, it scores the value of that question. If the team answers incorrectly, the value of that question is subtracted from their score. Careful, minus scores are possible.

4. The team with the greatest amount of earnings at the end of the period or when all questions have been chosen wins the game. To lengthen or shorten duration of activity, the teacher may adjust the total number of dollars needed to win. It is also possible to terminate prior to class expiration (say 5 minutes) and have the leaders declared winners.

"JEOPARDY"

Education for Employment	Wages and Salaries	Name the Occupation	Roles and Responsibility	Job Proficiency
\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
\$40.00	\$40.00	\$40.00	\$40.00	\$40.00
\$50.00	\$50.00	\$50.00	\$50.00	\$50.00

QUESTIONS FOR 5.1 GOAL

Education for Employment

- \$10.00 In secondary and higher education institutions, the curriculum includes required courses and _____ courses.

ELECTIVE

- \$20.00 For the four occupations listed, state whether a general or a career-oriented vocational high school education is preferable.
Airline stewardess, chemist, mechanic, lawyer

GENERAL, CAREER, CAREER, GENERAL

- \$30.00 You are working as a clerk in a yardage shop. Cite three ways in which basic math would prove useful.

FIGURING TIME CARDS

MAKING CHANGE

CHECKING PAYCHECK

COMPUTING PRICE OF FABRICS (Example: Price of 2/3 yard of \$3.35 per yard material)

- \$40.00 Which of these five occupations requires the most formal education? Which requires the least? Lawyer, teacher, barber, U. S. President, neurosurgeon

MOST: NEUROSURGEON

LEAST: U. S. PRESIDENT

- \$50.00 For each of the following four occupations, name two areas of academic concentration. Secretary, lawyer, airline stewardess, dietician

Secretary ** ENGLISH, BUSINESS

Lawyer ** SPEECH, HISTORY

Airline Stewardess ** FOREIGN LANGUAGES, SPEECH

Dietician ** FOODS, SCIENCE

QUESTIONS FOR 5.2 GOAL

Wages and Salaries

\$10.00 What is gross income?

ALL OF THE MONEY YOU RECEIVE FROM WAGES, INTEREST, DIVIDENDS, BUSINESS, ETC., BEFORE ANY DEDUCTIONS

\$20.00 What is the difference between a time wage and a salary?

A WAGE IS PAID FOR THE AMOUNT OF HOURS WORKED AND A SALARY IS PAID IN EQUAL AMOUNTS, SUCH AS SO MUCH PER MONTH REGARDLESS OF HOURS WORKED

\$30.00 Name four (4) common fringe benefits.

COFFEE BREAK, REST PERIOD, VACATIONS, HOLIDAYS, SICK LEAVE, MEDICAL PLAN, UNEMPLOYMENT COMPENSATION, BONUSES, EMPLOYEE DISCOUNT ON MERCHANDISE, PERSONAL REASON (marriage, death, etc.)

\$40.00 What is a W-2 form?

THE FORM YOUR EMPLOYER GIVES YOU SHOWING WAGES, INCOME TAX WITHHELD, AND SOCIAL SECURITY TAX WITHHELD

\$50.00 Give two (2) examples of incentive wages and two (2) examples of non-incentive wages.

INCENTIVE -- COMMISSION, PIECEWORK, TIMESAVING
NON-INCENTIVE -- MONTHLY SALARY, HOURLY WAGE

QUESTIONS FOR 5.3 GOAL

Name the Occupation

\$10.00 Name the occupation of Lee Marvin.

ACTOR

\$20.00 Name the occupation of Walter Cronkite.

NEWSMAN

\$30.00 Name the occupation of Ralph Nadar.

CONSUMER ADVOCATE

\$40.00 Name the occupation of George Meany.

LABOR LEADER (PRESIDENT OF AFL-CIO)

\$50.00 Name the occupation of Thomas Eagleton.

POLITICIAN (1972 DEMOCRATIC NOMINEE FOR U.S. VICE-PRESIDENT

Program Goal 5.5 - Unit A (E)

QUESTIONS FOR 5.4 GOAL

Roles and Responsibilities

\$10.00 True or False: How well you make new friends may indicate the type of career I.D. for you.

TRUE

\$20.00 Which of the five goals of W.E.E. deals with adult roles and responsibilities?

GOAL FIVE, THE GOAL OF APPLICATION

\$30.00 There is a direct relationship between _____ and your interest and ability to carry out adult responsibilities.

PAST EXPERIENCES

\$40.00 In one sentence, what is the difference between a role and a responsibility?

A ROLE TELLS "WHO YOU ARE" AND A RESPONSIBILITY TELLS "WHAT YOU DO."

\$50.00 Name five (5) responsibilities of your W.E.E. instructor.

APPROPRIATENESS OF ANSWERS TO BE DETERMINED BY W.E.E. INSTRUCTOR.

Program Goal 5.5 - Unit A (E)

QUESTIONS FOR 5.5 GOAL

Job Proficiency

- \$10.00 What do the following persons have in common: nurse, soldier, airline pilot, cook at McDonald's?

USE OF UNIFORM

- \$20.00 Of the following career I.D.'s, name that career I.D. which does not share a "tool of the trade" with the other four. In addition, name that tool which it does not share. Computational, literary, mechanical, clerical, artistic

MECHANICAL. THE OTHER FOUR CAREER I.D.'S SHARE THE USE OF A WRITING IMPLEMENT

- \$30.00 Name the five job classes of workers.

UNSKILLED, SEMISKILLED, SKILLED, PROFESSIONAL, EXCEPTIONAL TALENT OR ABILITY

- \$40.00 Define job proficiency.

A THOROUGH COMPETENCE ON THE JOB DERIVED FROM TRAINING AND EXPERIENCE

(The teacher may accept any other answer that meets with his or her approval.)

- \$50.00 State the difference between an aptitude and a skill.

AN APTITUDE IS A TENDENCY OR INCLINATION FOR LEARNING:
A TALENT

A SKILL IS LEARNED. IN EFFECT, IT IS A DEVELOPED APTITUDE.

UNIT B - "PASSWORD" - A GAME

Estimated Completion Time - 40 minutes

Activities

1. The purpose of this activity is to further acquaint the student with the terms of Goal 5, The Goal of Application.
2. Before the Game Begins: The teacher will select two groups (Group A and Group B) to play "Password," with 4 to 10 members in each group. The teacher will also select one student to be the moderator to hand out words, announce point value and the group to answer each word and another student to keep score on the board. A third student will be designated to select the words to be guessed. (See below for possible word choices.) He or she will then write each selected word on two separate pieces of paper.

Each group will select two "clue-givers" and one "spokesman."

3. Playing the Game: To begin, the moderator will give the "clue-givers" of each group the pieces of paper with the identical words.

The "clue-givers" of Group A give the first clue to their teammates. If their team is incorrect, Group B's clue-givers then give a clue to their teammates. This alternation continues until one of the teams guesses the word.

Upon hearing the clue from the clue-givers, the teammates then have ten (10) seconds in which to decide upon their answer and have the spokesman orally give that answer. If the ten seconds elapses before their answer, they forfeit that turn.

When the first word has been guessed or when the point value for that word reaches zero (0) the next word is begun. Group B then begins the second game with Group A beginning the third game, and so on.

4. The Clues: Only one clue will be allowed for each team for any one turn. The clue MUST BE ONLY ONE WORD. In addition, the clue CANNOT be a form of the word being guessed. For example, "proficient" cannot be the clue for "proficiency."

The moderator will determine if the clues given are acceptable. If he feels that the clue is improper (more than one word or a form of the word), he will give the opposing team five (5) points.

5. The point system: Each game will start with the possibility of ten points with the first clue. The number of points will then drop one point for each clue given thereafter.

The points for each team will be recorded on the board by the score-keeper. The first team to reach a pre-determined time or the conclusion of the 40-minute period WINS THE ENTIRE MATCH.

Possible Word Choices

WAGE
FRINGES
WITHHOLDING
PAYCHECK
UNION

CASHIER (CHANGE-MAKING)
TIME CARD
EMPLOYER (BOSS)
AGENCY (EMPLOYMENT)
TESTS

TAXES
RESUME
INTERVIEW
BENEFITS
OBLIGATION
LIFESTYLE

Any of the occupations:

LABORER
CARPENTER
DOCTOR
LAWYER
GOVERNOR
ETC.

UNIT C - THREE-GROUP GAME

Estimated Completion Time - 40 minutes

Activities

1. The teacher will divide the class into three groups--Group A, B, and C. Each group will select a secretary to record all questions and answers. Students may use books or previous materials for this part of the activity.

Each group will write questions with the corresponding answers (at least 15) on an assigned topic. (See Below). The students are to place themselves in the role of teacher by constructing questions that test a student's knowledge fairly; not too hard, but not too easy.

After the time period has elapsed, the teacher will collect the three lists and students will put their materials away. The teacher selects ten questions from each list for the game.

2. THE GAME NOW BEGINS! Score is kept on the blackboard by the teacher. The game ends when all of the questions on the three lists are completed or when the time period runs out. The group with the highest score wins.

Beginning with List A, the teacher asks Group B the first question, Group C the second question, and so forth. For each correct response, the answering group receives one point. If the response is incorrect, the groups that wrote the question will be asked that same question. They will receive one point (+1) for a correct response and minus one (-1) for an incorrect response.

Suggestions for Assigned Topics: (Select any timely topic)

1. The Goal of Application

Example: Becoming skillful in your job is demonstrating

(job)

(proficiency)

2. Ways we learn and what we learn

Example: On-the-job training is learning by _____

(experience)

3. Income tax terms

Example: Person for whom you may claim an exemption on your return is a _____
(dependent)

4. Salary and wage plans

Example: Does a high school teacher receive a salary or a wage?
(salary)

5. Types of working conditions and benefits

Example: Which receives the best company fringe benefits:
Oil salesman, company vice-president, foreman in
shop, or self-employed doctor? _____
(company vice president)

6. Characteristics of a responsible worker

Example: Getting to work on time is _____.
(punctuality)

7. Tools of the trade

Example: Chair, whip _____ (wild animal trainer)
Ratchet, creeper _____ (mechanic)

8. Programs and procedures related to employment practices

Example: The first step toward getting a job is completing the

(application letter or application form)

9. Adult responsibilities in various work environments

Example: Which job holds more personal responsibility: security
guard or production worker? _____
(security guard)

10. Television occupations (Students may list a friend of the character,
his main tool, T.V. time slot, nickname, etc.)

Example: 10 p.m., Tuesday, Consuelo
(doctor, Marcus Welby)